

University of Zagreb, Croatia
FACULTY OF KINESIOLOGY



Zagreb, 2013.

The Expert Committee for the production of the study programme of the integrated undergraduate and graduate university study of kinesiology:

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2. Prof. VESNA BABIĆ, Ph.D., member
3. Prof. DRAŽEN HARASIN, Ph.D., member
4. Prof. GORAN MARKOVIĆ, Ph.D., member
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9. Prof. DINKO VULETA, Ph.D., member
10. Assist. Prof. LJUBOMIR ANTEKOLOVIĆ, Ph.D., member
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13. IVAN KRAKAN, student delegate member

This study programme of the integrated undergraduate and graduate university study of **Kinesiology** was approved in the Conclusion of the National Council for Science, Higher Education and Technological Development on February 18th 2015, in accordance to which the Ministry of Science, Education and Sports of the Republic of Croatia issued a Certificate of registration for the aforementioned university study in the Register for study programmes (CLASS: UP/I-602-04/08-13/00077, REG. NUMBER: 533-20-15-0022).

Vice-Dean for education and students
Assistant professor Mario Baić, Ph.D.

1. GENERAL INFORMATION OF THE STUDY PROGRAMME			
1. Name of the study programme	Kinesiology		
2. Provider(s) of the study programme	University of Zagreb, Faculty of Kinesiology		
3. Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
4. Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated <input checked="" type="checkbox"/> Postgraduate specialist <input type="checkbox"/>
5. Manner of implementation of the study programme	Classical <input type="checkbox"/>	Mixed (Classical + online) <input checked="" type="checkbox"/>	Online in entirety <input type="checkbox"/>
6. Academic/vocational title earned at completion of study	<p>By completing the integrated undergraduate and graduate university study of kinesiology the graduates attain the necessary competences for teaching Physical Education at all levels of the educational system (from preschool to further education institutions) and earn the academic title of Master of Kinesiology (mag. cin.).</p> <p>Likewise, in accordance with the chosen elective module, the graduates attain an additional competence in one of the fields of applied kinesiology. This means that graduates of the integrated university study of kinesiology are specialized to work in the field of physical education in the educational system (compulsory first major for all kinesiology students), whereas their second competence depends on the chosen module and pertains to one of the applied branches of kinesiology: kinesiology in sports, kinesiological recreation, kinesitherapy or sports management.</p>		

2. INTRODUCTION	
2.1. Reasons for starting the study programme	<p>The Faculty of Kinesiology, University of Zagreb was established over 50 years ago and during that period it has been very successful in educating experts at all study levels, from the integrated undergraduate and graduate university study to the doctoral study level, for requirements in the area of physical education teaching, sports training, physical recreation, kinesitherapy and sports management. This fact suggests a great experience of the institution which is, besides on teaching activities (education and training), also based on a comprehensive scientific and theoretical work which is also manifested in the necessary for permanent modernization of the curriculum at all university levels.</p>

	<p>The present Curriculum of the integrated undergraduate and graduate university study of kinesiology was approved by the Senate of the University of Zagreb in 2005 on the basis of the accreditations (for the undergraduate and graduate study) issued by the Ministry of Science, Education and Sports of the Republic of Croatia on June 2, 2005. According to that programme, the first generation of students was enrolled in the academic year 2005/06.</p> <p>The contemporary development level of the scientific field of kinesiology and some of its applied branches demands a revision of the existing integrated university study curriculum. This revision refers to the modernization of the study programme and to the equalization of curriculum contents for male and female students, as well as to introducing several relevant courses which will significantly contribute to completing the competences acquired by kinesiology graduates. Therefore, at the Faculty Council session held on February 18, 2011, the Faculty of Kinesiology reached the decision to initiate a revision procedure of the integrated undergraduate and graduate university study of kinesiology in order to enable a higher standard of education of university level educated experts for the needs of the educational system, sports training, kinesiological recreation, kinesitherapy and sports management.</p> <p>Based on its previous academic achievements and its general activity, and by conducting the revised study programmes, the Faculty of Kinesiology is undoubtedly scientifically and professionally competent to continue educating experts in the field of kinesiology who will meet the demands both of the public and private labour market.</p>
<p>2.2. Assessment of the study programme's usefulness relative to the demand in the labour market in the public and private sectors</p>	<p>Highly qualified professionals in the field of kinesiology are competent to perform all kinds of instruction in physical education (physical and health-related education, PE) at all levels of the educational system (from preschool to the higher education level). According to their second competence (second major), kinesiology graduates are also qualified to manage programmed sports activities and training programmes at all levels of competitive sport for selected groups of children, adolescents or adult athletes, as well as to organise recreational sports activities as part of the movement <i>Sport for All</i>. They are also capable of implementing kinesitherapeutic procedures and of conducting physical activity programmes for people with disabilities and challenged people, whereas some graduates are competent sports managers.</p> <p>The labour market in the public and private sector is open for accepting kinesiology graduates with competences defined in these areas.</p>
<p>2.3. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions.</p>	<p>The International Mission and Policy of the University of Zagreb is defined by the scientific, research and academic activities in particular scientific areas and fields which are performed by its university constituents. The Faculty of Kinesiology and its curriculum are entirely coordinated with the aforementioned University mission.</p> <p>Within the network of higher education institutions of the University of Zagreb and the Republic of Croatia, the Faculty of Kinesiology has a strategically significant position and, with consideration of its over 50-year long experience in educating university level experts, it can significantly contribute to the development of higher education and scientific and research work in the academic community of the University of Zagreb.</p>
<p>2.4. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries (name two programmes at most, of which one is from an</p>	<p>After examining the curricula of numerous internationally recognised institutions of higher education in the European Union, the conclusion can be made that there are several curricula which are identically or similarly structured as is the curriculum of the Faculty of Kinesiology, University of Zagreb. However, these curricula partially differ in their contents as a result of taking into consideration certain national traditions and specific current needs.</p>

<p>EU country, and compare it with the proposed programme (provide internet addresses of the programmes)</p>	<p>In this respect, the study plan and programme of the integrated undergraduate and graduate university study of kinesiology at the Faculty of Kinesiology, University of Zagreb is compatible with the study plans and programmes of most European higher education systems for the education of professional experts in the areas of physical education, sports training, physical recreation, kinesitherapy and sports management.</p> <p>Among the available curricula which have achieved a high level of adjustment to the Bologna process, the curriculum of the university study of kinesiology at the Faculty of Kinesiology may primarily be compared with the curricula of similar institutions of higher education from Bratislava (Slovakia), Leuven (Belgium), Madrid (Spain), Prague (Czech Republic), Salzburg (Austria), Budapest (Hungary), Tartu (Estonia) and Warsaw (Poland), as well as with several higher education institutions in the USA, such as Berkeley University of California and Penn State University, University of Pennsylvania, and with the University of Calgary in Canada.</p>
<p>2.5. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)</p>	<p>The study programme at the Faculty of Kinesiology, University of Zagreb is a manifold open study, and in this respect, a high level of student mobility among our students has been achieved toward other related higher education institutions and curricula where our students enrol in certain elective courses of their choice, thus completing or expanding their basic knowledge of kinesiology.</p> <p>Simultaneously, for several years now, the Faculty of Kinesiology has been accepting a certain number of interested students in all years of the study from other higher education institution. These students are enabled to enrol in the wanted courses which provide them expansion and deepening of the acquired knowledge and their competences.</p> <p>In the academic year 2010/11, the Faculty of Kinesiology, University of Zagreb signed 12 ERASMUS agreements with numerous institutions in European Union countries'. The best cooperation regarding the exchange of students and staff exchange has been established with the following universities: the Faculty of Physical Education and Sports, Comenius University, Bratislava, Slovakia (4 outgoing students), the Faculty of Sports Studies, Masaryk University, Brno, Czech Republic (4 outgoing and 2 incoming students), the Faculty of Physical Activity and Sport Sciences, Polytechnic University, Madrid, Spain (4 outgoing and 3 incoming students), the Faculty of Physical Education and Sport Sciences, Semmelweis University, Budapest, Hungary (4 outgoing students), the Institute of Sport Sciences, University of Graz, Austria (1 incoming student), the Faculty of Physical Activity and Sport Sciences, University of Valencia, Spain (3 incoming students) and the Faculty of Sport, University of Ljubljana, Slovenia (2 outgoing students).</p> <p>The Faculty of Kinesiology also signed ERASMUS bilateral agreements with institutions from other EU member countries, such as Germany, Belgium, Greece, Romania and Slovenia, as well as with institutions from countries outside the European Union, such as Norway, China, the USA, the Republic of Serbia, the Republic of Kosovo and Montenegro.</p> <p>The Faculty of Kinesiology will expand the capacities for student exchange in the future for foreign students who want to study one or more semesters at our Faculty.</p> <p>In addition, the Faculty of Kinesiology is also open to Croatian students from related higher education institutions who wish to enrol in elective courses which are in line with their interests and the characteristics of the study curricula of their primary faculties, all with the aim to widen their required knowledge and advance their competences.</p>

<p>2.6. Relationship with the local community (economy, entrepreneurship, civil society, etc.)</p>	<p>Local communities are interested in kinesiology graduates as they have attained the necessary professional competence to work in the public sector in the area of sports, sports recreation, kinesitherapy, sports for persons with disabilities and sports management. In the private sector kinesiology graduates can also work in all the mentioned services. It should be emphasized here that graduates with such wide competences can also be included in entrepreneurship programmes or they can start their private companies in sports, tourism, physical recreation, fitness training, and physical conditioning of athletes and sports management.</p>
<p>2.7. Compatibility with requirements of professional organizations</p>	<p>The curriculum of activities at the Faculty of Kinesiology has reached the necessary level of compatibility with the requirements of professional associations in the Republic of Croatia and worldwide. The programmes of the Croatian Kinesiology Association, then of the University PE Teachers Association and of the Association of Kinesiology Professionals of Teacher Education Facilities and of Advisors Supervisors of the Republic of Croatia are logically based upon the achievements of the core science of kinesiology, as well as on the achievements of all its applied branches. The mentioned vocational associations base their activities on scientific findings and on professional knowledge published in scientific and professional publications or presented at professional conferences. The teachers and associates at the Faculty of Kinesiology are active participants in conferences organized by professional associations with their scientific and professional contributions, thus advancing their everyday practice which is the basis of the successful operation of individual professional associations. It should particularly emphasize that the Faculty of Kinesiology and its teachers are members of certain international professional associations, such as: ECSS – European College of Sport Sciences, ICSSPE – International Council of Sport Science and Physical Education, ENSSHEE – European Network of Sport Science, Education and Employment, FIMS – Fédération Internationale du Medicine Sportive (International Federation of Sports Medicine), IASK – International Association of Sport Kinetics, EUPEA – European Physical Education Association, EFSM – European Federation of Sports Medicine, AIESEP – Association Internationale des Ecoles Supérieures d'Education Physique (International Association for Physical Education in Higher Education), APA – American Psychological Association (individual memberships of teachers), CESS – Confédération Européenne Sport et Santé, INSHS – International Network of Sport and Health Sciences, FIEP – Fédération Internationale d'Education Physique (International Federation of Physical Education).</p>
<p>2.8. Name possible partners outside the higher education system that expressed interest in the study programme</p>	<p>The main partner interested in the realization of the university study of kinesiology is the Ministry of Science, Education and Sports of the Republic of Croatia since kinesiology graduates are typically employed in the educational institutions of all levels. Due to the fact that graduates from the university study of kinesiology also attain a second competence in one of the chosen areas of applied kinesiology (sports, physical recreation, kinesitherapy or sports management), other potential partners outside the educational system are partners such as the Croatian Olympic Committee, national sports associations, units of regional and local self-government, tourism and the health care sector, the Ministry of Defence of the Republic of Croatia or the Ministry of the Interior of the Republic of Croatia. The listed partners outside the academic system might, due to their interest, take the responsibility of providing scholarship funds for a certain number of students who they would be interested in hiring after their study.</p>

2.9. Other (as the proposer wishes to add)

3. GENERAL INFORMATION

3.1. Scientific/artistic area of the study programme	<p>In the Republic of Croatia, kinesiology as a science field belongs to the area of social sciences and it structurally consists out of several scientific branches: systematic kinesiology, kinesiological education, kinesiology of sport, kinesiological recreation, kinesitherapy and adapted physical activity, and kinesiological anthropology.</p> <p>Since the foundation of the Faculty of Kinesiology, a significant portion of its activities has been dedicated to scientific research.</p> <p>The best indicators of its research activity are by all means numerous papers produced by Faculty teachers and our associates published in internationally recognized scientific publications. Thus for example, over the last five-year period, the teachers and associates of the Faculty have published over 900 papers, out of which 485 were research papers. Further evidence of vivid research activities is the participation of Faculty members at international scientific meetings as well as their activities in the work of international academic and research organisations and professional associations. The publication of an internationally recognized journal of fundamental and applied kinesiology is of particular importance in this respect, as <i>Kinesiology</i> was assigned with an IF of 0,525 starting with the issue 1/2011. The Faculty of Kinesiology traditionally organizes an international scientific conference on kinesiology in a triennial cycle from 1997. In addition, scientific and professional conferences on kinesiology and its related fields are also periodically organised.</p>
3.2. Duration of the study programme (is there an option of distance learning, part-time studying, etc.)	<p>All candidates interested to enrol in the university study of kinesiology at the Faculty of Kinesiology, University of Zagreb, after passing the classification examination, sign in to the integrated undergraduate and graduate university study of kinesiology (with two majors) which lasts five study years or ten semesters. During the preparation of the curriculum of the integrated study, an initiative has been launched to create preconditions for distance learning.</p> <p>Due to its nature, the integrated undergraduate and graduate university study of kinesiology is organised and executed exclusively as a full-time university study.</p>
3.3. The minimum number of ECTS required for completion of study	300 ECTS credits.
3.4. Enrolment requirements and admission procedure	<p>The right to enrol in the full-time integrated undergraduate and graduate university study of kinesiology is granted, within the limits of the approved enrolment quotas, under equal conditions which are determined by the Law on Higher Education, to all candidates who have completed an appropriate four-year secondary school programme and successfully passed the state secondary school final exams, who in addition have the required physical and psychological abilities, a proper health status and the appropriate skills and knowledge in sports required for a successful completion of the study.</p> <p>The right to enrol in the university study of kinesiology is given under equal conditions to citizens of the Republic of Croatia and to Croats with their place of residence outside the Republic of Croatia, as well as to foreign citizens and persons with no citizenship with permanent residence in the Republic of Croatia.</p> <p>Among several enrolment requirements, the following should be emphasized:</p> <ul style="list-style-type: none">- student enrolment is performed based on a public tender and a successfully completed classification exam;

- detailed regulations of the enrolment procedure in the study, as well as information on the contents and the implementation of the classification examination are determined every year based on particular decisions of the Faculty Council and in the announcement for student enrolment to the first year of the university study of kinesiology;
 - under special conditions determined by the general acts of the Faculty of Kinesiology, current Croatian elite athletes of the 1st and 2nd category are exceptionally allowed the right of direct enrolment in the university study;
 - all candidates send their applications for enrolment in the university study via e-mail, within the determined deadlines, to the National Information System of Higher Education Institutions (Nacionalni informacijski sustav visokih učilišta - NISpVU), at the Central Applications Office of the Agency for Science and Higher Education of Croatia;
 - besides the application to the NISpVU, all candidates interested to enrol in the university study of kinesiology should also submit, within the determined deadlines, directly to the Faculty of Kinesiology an additional application for specific motor abilities and specific motor skills test (aptitude test; classification exam).
- The conditions for the implementation of the classification procedure are the following:**
- the classification procedure for the selection of candidates for enrolment in the study of kinesiology is managed by the Committee for the implementation of the classification examination, members of which are appointed directly by the Faculty Council out of teachers and student delegates from the Faculty;
 - all candidates must first meet two preliminary entry criteria: they all must be in good health and must show sufficient proficiency in swimming;
 - the applicants must obtain the required minimum number of points, i.e. they must pass the classification threshold in the motor abilities and motor skills test in order to meet all three classification criteria, as all three are elimination criteria;
 - the final classification exam results are directly submitted via e-mail to the NISpVU by the Faculty of Kinesiology;
 - based on the secondary school academic performance and the results of the state secondary school final exams, as well as on the results of the classification examination, specific sports achievements and the confirmation of the intention of enrolling in the study of kinesiology (through the NISpVU system), a unique priority ranking list for enrolment to the university study of kinesiology is determined;
 - student status is acquired upon enrolment in the study.

3.5. Learning outcomes of the study programme
(name 15-30 learning outcomes)

Graduates from the integrated undergraduate and graduate university study of kinesiology acquire the necessary knowledge and skills that enable them to:

- study general principles of human locomotion, manage exercise and training processes and study exercise and training effects on the human organism, i.e. on developmental characteristics of pupils, students, athletes, persons involved in physical recreational programmes and persons with special needs;
- understand anthropometric, functional, motor, cognitive and conative characteristics of the integral bio-psycho-social status of subjects involved in the process of physical training and exercise;
- know and apply unconventional and conventional motor skills (knowledge) which are used in basic kinesiological transformations and in areas of applied kinesiology;
- understand and perform diagnostic procedures for the purpose of measuring and assessing the status of psychosomatic characteristics of subjects, as well as to design and conduct transformational process programmes aiming at their improvement;
- understand socio-humanistic (historical, economical, sociological, legal, psychological, pedagogical, didactical, philosophical) factors relevant to the organization and function of certain areas of applied kinesiology;
- apply most recent knowledge, findings and insights on the physiology of human body functioning (individual organs and organic systems) during transformational processes as a result of applying diverse modalities of physical exercise;
- apply knowledge on structural and biomechanical characteristics of particular kinesiological activities with the aim to analyse and evaluate the level of adoption of various motor skill (knowledge);
- analyse and understand theoretical and methodical knowledge necessary for planning, programming and regulating procedures aiming at prevention and kinesitherapy of insufficient locomotor system conditions in children and adults;
- apply knowledge on constructing and evaluating measuring instruments for the assessment of conditions, abilities, characteristics, health status and motor skills (knowledge) of subjects involved in a process of physical exercise or sports training;
- apply statistical methods for processing data which are used in all areas of applied kinesiology for the purpose of analysing and evaluating the programmed process of exercising and in order to perform scientific research;
- apply the acquired knowledge on mono-structural cyclic sports activities (walking, running, swimming, rowing) and mono-structural acyclic sports activities (jumps and throws, skiing, water sports, sailing, shooting) in designing and conducting transformational processes in particular areas of applied kinesiology;
- apply the acquired knowledge on poly-structural (combat) sports activities (wrestling, judo, karate, taekwondo) in designing and conducting transformational processes in particular areas of applied kinesiology;
- apply the acquired knowledge on complex (sports games) sports activities (basketball, football/soccer, volleyball, handball, badminton, table tennis, tennis) in designing and conducting transformational processes in particular areas of applied kinesiology;
- apply the acquired knowledge on conventional-aesthetic sports activities (sports gymnastics, rhythmic gymnastics, synchronized swimming, dance) in designing and conducting transformational processes in particular areas of applied kinesiology;

	<ul style="list-style-type: none"> - apply the acquired knowledge on non-conventional kinesiological activities and natural movement patterns (basic kinesiological transformations and fitness programmes) in designing and conducting transformational processes in particular areas of applied kinesiology; - apply general and specific knowledge on methodology in teaching Physical Education (PE) classes at all levels of the educational system; - apply the acquired knowledge on producing and executing PE classes teaching in primary and secondary schools as well as in institutions of higher education; - organize and implement extracurricular sports activities in schools as part of school sports clubs in primary and secondary schools, as well as extracurricular sports activities in institutions of higher education; - perform exercise programmes in universal sports schools for preschool and early school-aged children; - analyse characteristics of sports activities, determine performance-relevant factors, and plan, program and control the training process in the chosen sport; - analyse the load contents and methods of physical conditioning, as well as plan, program and control the effects which are the result of the physical conditioning training process; - analyse the load contents and methods of fitness training, as well as plan, program and control the effects which are the result of the fitness training process; - analyse kinesiological and recreational activities and plan, program and control the effects induced by the application of diverse programmes of recreational exercising with the purpose of maintaining and improving the health; - plan, program and monitor kinesitherapeutic procedures aiming at prevention and rehabilitation; - implement organizational and managing tasks in diverse sports organizations.
<p>3.6. Employment possibilities (list of potential employers) and opinion of three organizations associated with the labour market on the adequacy of anticipated learning outcomes (attach)</p>	<p>Ministry of Science, Education and Sports; Ministry of Defence of the Republic of Croatia; Ministry of the Interior; primary and secondary schools; higher education institutions; professional sports clubs; municipal, city and regional sports associations; city and regional government offices responsible for the area of sports; tourist trade companies with a special emphasis on health tourism; associations and sports clubs of persons with disabilities; associations for sports recreation "Sport for All"; fitness centres and centres for physical conditioning of athletes; centres for sports rehabilitation.</p> <p>Opening private centres for physical exercise and sports, as well as sports schools, and sports clubs can also be listed as a separate employment option.</p> <p>Certificates are attached</p> <p>Croatian Kinesiological Association, Croatian Association for Sports Recreation „Sport for All“, Ministry of Science, Education and Sports (directorate for sport), Croatian Olympic Committee.</p>
<p>3.7. Possibilities of continuing studies at a higher level</p>	<p>Graduates from the integrated undergraduate and graduate university study of kinesiology can continue their academic education in postgraduate specialist studies in kinesiological education, kinesiology of sport and kinesiological recreation, where they can, after completing three semesters, attain the academic professional title of a university specialist in the chosen area of applied kinesiology.</p> <p>University study graduates can also continue their study by enrolling in the postgraduate doctoral study of kinesiology, where they can, according to the stipulated entry conditions and after completing six semesters, attain the academic level of doctor of philosophy in the area of social sciences (Ph.D.).</p>

	Graduates from the university study of kinesiology can also continue their further education by enrolling in other postgraduate studies at related higher education institutions in accordance with the stipulated conditions for enrolling in a particular study programme.
3.8. If submitting proposals for graduate studies, name undergraduate studies of the proposer or other institutions that qualify for admission to the proposed graduate study	Despite the fact that the university study of kinesiology is an integrated undergraduate and graduate study programme, there is a possibility for continuing with the study in the fourth year of the integrated programme, according to specific terms and conditions which are defined by separate legislative acts of the Faculty, as students in the fourth year of their study enrol in one mandatory module and one of the available elective modules.

4. DESCRIPTION OF THE STUDY PROGRAMME	
4.1. List of mandatory and elective courses and/or modules with class hours and ECTS credits (appendix: Table 1)	
4.2. Description of each course (appendix: Table 2)	
4.3. Structure of the study (number of semesters, trimesters, class size for lectures, seminars, exercises)	<p>The integrated undergraduate and graduate university study of kinesiology at the Faculty of Kinesiology University of Zagreb is a full-time study lasting a total of ten semesters, that is, five study years.</p> <p>Student groups for theoretical lectures are composed of 150 students, while student groups for theoretical and practical lectures and seminars consist of no more than 30 students, and up to 15 students for practical classes.</p> <p>Due to the specific nature of the kinesiology study programme, it should be emphasized here that theoretical and practical lectures in kinesiology of sports, i.e. in sports which are taught at the Faculty, are performed in smaller student groups (up to 30 students) than it is usual for lectures.</p> <p>The structure of the university study of kinesiology is comprised of compulsory (mandatory) and elective courses, which are distributed across all semesters of the study, as well as of a compulsory education module (first major) and of elective modules which are distributed between the 7th and the 10th semester. This type of study structure enables the enrolled students, provided they demonstrate an appropriate level of effort and continuous work, with an adequate rhythm of study and the completion of the chosen study programme in an optimal period of time.</p>
4.4. Requirements for enrolment in successive semesters or trimesters	<p>Students advance with their study by enrolling regularly, at the beginning of each academic year, in the following study year as a whole (classes in the winter and summer semester). The transition from the winter to the summer semester cannot be conditioned to a student by passing an exam in any of the courses for which classes end in the winter semester or even by regular class attendance in all or just particular courses.</p> <p>Enrolment in the following study year takes place according to the conditions and terms which are determined each academic year by the Faculty Council of the Faculty of Kinesiology, University of Zagreb.</p> <p>Students who fail to meet the conditions for enrolling in the next year of study can continue with their study by enrolling again in all the study obligations that they have not fulfilled in the previous academic year, in addition to also enrolling in new courses, but in such a way that their overall study obligations in each semester remain within the allowed limits between 25 and 35 ECTS credits, i.e. up to 60 ECTS credits in one study year.</p> <p>In order to enrol in the desired elective module, a student must meet certain additional requirements which are determined by the decision of the Faculty Council.</p>
4.5. List of courses and/or modules that the student can take in other study programmes	Facilities for Education (Faculty of Architecture); Rehabilitation with Play Therapy (Faculty of Education and Rehabilitation Sciences); Economics of Education (Faculty of Economics and Business); Stochastic Processes

	(Faculty of Electrical Engineering and Computing); Introduction to Journalism (Faculty of Political Sciences); Philosophical Anthropology: Image and Concept of Human Being (Faculty of Humanities and Social Sciences); Psychology of Learning and Teaching (Faculty of Humanities and Social Sciences); Theology and Bio-cybernetics (Catholic Faculty of Theology); Nutrition of Athletes and Army Forces Members (Faculty of Food Technology and Biotechnology).
4.6. List of courses and/or modules offered in a foreign language as well (name which language)	At the Faculty of Kinesiology, the following courses are modified for implementation in English: Basketball (Assist. Prof. Damir Knjaz, Ph.D.); Theory of Training (Prof. Dragan Milanović, Ph.D.); Kinesitherapy (Assist. Prof. Dubravka Ciliga, Ph.D.); Volleyball (Prof. Nenad Marelić, Ph.D.); Dance (Prof. Goran Oreb, Ph.D.); Judo (Prof. Hrvoje Sertić, Ph.D.); Handball (Prof. Dinko Vuleta, Ph.D.); Methodology of Kinesiological Research (Prof. Franjo Prot, Ph.D.); Biomechanics (Prof. Mladen Mejovšek, Ph.D.).
4.7. Completion of study:	
a. <i>Final requirement for completion of study</i>	Final thesis <input type="checkbox"/> Diploma thesis <input checked="" type="checkbox"/> Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/>
b. <i>Requirements for final/diploma thesis or final/diploma/exam</i>	Each student who regularly enrolls in the 10 th semester during the current academic year is given the opportunity to choose independently, from the announced list of available frame topics, one area of his interest. The student is then obligated to submit his choice for his potential mentor by using online registration devices, within a specific time frame which is determined and announced for each academic year.
c. <i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	Final diploma theses are graded by a three-member Committee in front of which each student defends his diploma thesis. Each of the three committee member gives an individual grade based on which the final diploma thesis grade is derived.

Table 1. List of required and elective courses and/or modules with the number of class hours and ECTS credits

LIST OF COURSES/MODULES								
Year of the study: 1								
Semester: 1								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
	Track-and-Field – Walking and Running	Prof. Vesna Babić, Ph.D.	27		18	+	3.5	R
	Functional Anatomy	Assist. Prof. Davor Šentija, M.D., Ph.D.	45	30			6.5	R
	Volleyball	Prof. Nenad Marelić, Ph.D.	45		30		6	R
	Basic Kinesiological Transformations 1	Prof. Goran Marković, Ph.D. Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	36		24		5	R
	History of Sport		30	30			3.5	R
	Systematic Kinesiology	Prof. Franjo Prot, Ph.D. Assist. Prof. Goran Sporiš, Ph.D.	45	15			5	R
		TOTAL	228	75	72		29.5	

LIST OF COURSES/MODULES								
Year of the study: 1								
Semester: 2								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
	Track-and-Field – Throws and Jumps	Assist. Prof. Ljubomir Antekolović, Ph.D. Prof. Dragan Milanović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D.	45		30		6	R
	Biomechanics	Prof. Mladen Mejovšek, Ph.D.	45	30			6.5	R
	Quantitative Methods	Prof. Dražan Dizdar, Ph.D.	45		45		8.5	R
	Basic Kinesiological Transformations 2	Prof. Igor Jukić, Ph.D.	25		20		3.5	R
	Handball	Prof. Dinko Vuleta, Ph.D.	45		30		6	R
		TOTAL	205	30	125		30.5	

LIST OF COURSES/MODULES

Year of the study: **2**

Semester: 3

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
	Elements of Psychology	Prof. Ksenija Bosnar, Ph.D.	30		30		4.5	R
	Physiology of Sport and Exercise	Prof. Branka Matković, M.D., Ph.D.	75	25	20		9	R
	Judo	Prof. Hrvoje Sertić, Ph.D.	45		30		6	R
	Basketball	Prof. Bojan Matković, Ph.D. Prof. Damir Knjaz, Ph.D.	45		30		6	R
	Sports Gymnastics 1	Prof. Kamenka Živčić Markovc, Ph.D.	45		30		5	R
		TOTAL	240	25	140		30.5	

LIST OF COURSES/MODULES

Year of the study: **2**

Semester: 4

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
	Biological Kinanthropology	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D.	45		15		4.5	R
	Wrestling	Čedomir Cvetković, M.Sc., Senior Lecturer	36		24		5	R
	Motor Control	Prof. Goran Marković, Ph.D.	24	24	12		4.5	R
	Football	Assist. Prof. Valentin Barišić, Ph.D.	45		30		6	R
	Psychology of Sport and Physical Exercise	Assist. Prof. Renata Barić, Ph.D.	30		30		4.5	R
	Sports Gymnastics 2	Assist. Prof. Željko Hraski, Ph.D.	45		30		5	R
		TOTAL	225	24	141		29.5	

LIST OF COURSES/MODULES

Year of the study: **3**

Semester: 5								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
MANDATORY COURSES								
	Kinesiological Recreation	Prof. Mirna Andrijašević, Ph.D.	45		30		6.5	R
	Dance	Prof. Goran Oreb, Ph.D.	45		30		6	R
	Swimming 1	Prof. Goran Leko, Ph.D.	27		18		3.5	R
	Skiing	Prof. Bojan Matković, Ph.D.	45		30		6	R
	Theory of Training	Prof. Dragan Milanović, Ph.D.	45	14	16		6.5	R
		TOTAL	207	14	124		28.5	
ELECTIVE COURSES								
	Aerobics	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		2	E
	Acrobatics	Prof. Željko Hraski, Ph.D.	18		12		2	E
	Biomechanical Analysis	Assist. Prof. Mario Kasović, Ph.D.	15	15			2	E
	Children in Sports	Assist. Prof. Renata Barić, Ph.D.	18	2	10		2	E
	Information Technology in Kinesiology	Prof. Dražan Dizdar, Ph.D.	30				2	E
	Karate	Prof. Hrvoje Sertić, Ph.D.	18		12		2	E
	Public Speaking Skills	Assist. Prof. Elenmari Pletikos Olof, Ph.D.	15	15			2	E
	Neuromuscular Biomechanical Diagnostics	Prof. Vladimir Medved, Ph.D.	15	15			2	E
	Pilates	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		2	E
	Sport in European Countries	Prof. Dragan Milanović, Ph.D.	15	15			2	E
	Taekwondo	Prof. Franjo Prot, Ph.D.	15		15		2	E
		TOTAL	220	19	126		30,5	

Note:

*In the 5th semester students enrol in one out of the 11 elective courses on the list. **

LIST OF COURSES/MODULES

Year of the study: **3**

Semester: 6

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective
	Kinesitherapy	Prof. Dubravka Ciliga, Ph.D.	45		30		6.5	R
	Pedagogy	Prof. Dubravka Miljković, Ph.D.	30	30			4	R
	Swimming 2	Prof. Nada Grčić-Zubčević, Ph.D.	27		18		3.5	R
	Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	45		30		6	R
	Water Sports	Prof. Goran Oreb, Ph.D.	36		24		5	R
	Racquet Sports	Prof. Boris Neljak, Ph.D.	36		24		4.5	R
		TOTAL	219	30	126		29.5	

LIST OF COURSES/MODULES								
Year of the study: 4								
Semester: 7								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/elective
MANDATORY COURSES								
	Didactics	Prof. Mijo Cindrić, Ph.D.	45	15			4	R
	Economics and Management of Sports	Prof. Mato Bartoluci, Ph.D.	45		15		4	R
	Foreign Language (English/German in Kinesiology)	Darija Omrčen, Ph.D., Senior Lecturer	30		30		3.5	R
	Physical Activity and Health	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D.	30		30		4	R
MANDATORY MODULE - KINESIOLOGY IN EDUCATION								
	General Kinesiological Methodology	Prof. Boris Neljak, Ph.D.	45		30		6.5	R
		TOTAL	195	15	105		22	
ELECTIVE MODULE - SPORTS								
	Kinesiological Analysis in Track-and-Field	Prof. Vesna Babić, Ph.D.	30		30		7	R
	Kinesiological Analysis in Wrestling	Čedomir Cvetković, M.Sc., Senior Lecturer	30		30		7	R
	Kinesiological Analysis in Sailing	Prof. Goran Oreb, Ph.D.	30		30		7	R
	Kinesiological Analysis in Judo	Prof. Hrvoje Sertić, Ph.D.	30		30		7	R

	Kinesiological Analysis in Basketball	Prof. Bojan Matković, Ph.D.	30		30		7	R
	Kinesiological Analysis in Football	Assist. Prof. Valentin Barišić, Ph.D.	30		30		7	R
	Kinesiological Analysis in Volleyball	Prof. Nenad Marelić, Ph.D.	30		30		7	R
	Kinesiological Analysis in Swimming	Prof. Goran Leko, Ph.D.	30		30		7	R
	Kinesiological Analysis in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	30		30		7	R
	Kinesiological Analysis in Handball	Prof. Dinko Vuleta, Ph.D.	30		30		7	R
	Kinesiological Analysis in Skiing	Prof. Bojan Matković, Ph.D.	30		30		7	R
	Kinesiological Analysis in Sports Gymnastics	Prof. Kamenka Živčić Marković, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	30		30		7	R
	Kinesiological Analysis in Tennis	Prof. Boris Neljak, Ph.D.	30		30		7	R
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS								
	Kinesiological Analysis in Basic Kinesiological Transformations	Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	30		30		7	R
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES								
	Kinesiological Analysis in Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	30		30		7	R
ELECTIVE MODULE - FITNESS								
	Fitness Measurement and Assessment	Prof. Goran Marković, Ph.D.	15		15		3.5	R
	Group Fitness Programmes 1	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		3.5	R
ELECTIVE MODULE - KINESIOLOGICAL RECREATION								
	Sport and Recreation Medicine	Prof. Stjepan Heimer, M.D., Ph.D.	50		10		7	R
ELECTIVE MODULE - KINESITHERAPY								
	Methodology and Programming in Kinesitherapeutic Procedures 1	Assist. Prof. Dubravka Ciliga, Ph.D.	15	45			7	R
ELECTIVE MODULE - SPORTS MANAGEMENT								
	Fundamentals of Organization and Management	Prof. Lovorka Galetić, Ph.D.	45	15			7	R
ELECTIVE COURSES								
	Audiovisual Aids in Sport	Assist. Prof. Ljubomir Antekolović, Ph.D.	6	10	10	4	2	E
	Badminton	Assist. Prof. Dubravka Ciliga, Ph.D.	18		12		2	E
	Kinesiological Orientation and Selection	Assist. Prof. Goran Sporiš, Ph.D.	20		10		2	E

	Communication in Education	Prof. Dubravka Miljković, Ph.D.	15	15			2	E
	Physical Conditioning of Children and Young Athletes	Prof. Igor Jukić, Ph.D.	15	15			2	E
	Mini Basketball	Prof. Damir Knjaz, Ph.D.	18		12		2	E
	Motor Learning	Assist. Prof. Renata Barić, Ph.D.	26		4		2	E
	Apnea Diving	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2	E
	Synchronized Swimming	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2	E
	Cross-country Skiing	Prof. Bojan Matković, Ph.D.	18		12		2	E
	Sports Programmes for Preschool Children	Assist. Prof. Željko Hraski, Ph.D.	18		12		2	E
	Table Tennis	Marko Jurčević, Lecturer	18		12		2	E
	Strategic Programming in Sport	Prof. Dragan Milanović, Ph.D.	15	15			2	E
	Triathlon	Prof. Vesna Babić, Ph.D.	18		12		2	E
		TOTAL	261	45	159		33	

Note:

In the 7th semester students enrol in two out of the 14 elective courses on the list. *

LIST OF COURSES/MODULES								
Year of the study: 4								
Semester: 8								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
MANDATORY COURSES								
	Sports Medicine and Hygiene	Assist. Prof. Saša Janković, M.D., Ph.D.	60		15		5.5	R
MANDATORY MODULE - KINESIOLOGY IN EDUCATION								
	Kinesiological Methodology in Preschool Education	Prof. Boris Neljak, Ph.D.	15	15	15		4.5	R

	Kinesiological Methodology in Elementary Schools	Prof. Boris Neljak, Ph.D.	30	15	30		8	R
		TOTAL	105	30	60		18	
ELECTIVE MODULE - SPORTS								
	Anthropological Analysis in Track-and-Field	Assist. Prof. Dražen Harasin, Ph.D.	15	15			2.5	R
	Training Methodology in Track-and-Field 1	Assist. Prof. Ljubomir Antekolović, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Wrestling	Čedomir Cvetković, M.Sc., Senior Lecturer	15	15			2.5	R
	Training Methodology in Wrestling 1	Čedomir Cvetković, M.Sc., Senior Lecturer	15	15	30		4.5	R
	Anthropological Analysis in Sailing	Prof. Goran Oreb, Ph.D.	15	15			2.5	R
	Training Methodology in Sailing 1	Prof. Goran Oreb, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Judo	Prof. Hrvoje Sertić, Ph.D.	15	15			2.5	R
	Training Methodology in Judo 1	Prof. Hrvoje Sertić, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Basketball	Prof. Bojan Matković, Ph.D.	15	15			2.5	R
	Training Methodology in Basketball 1	Prof. Bojan Matković, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Football	Assist. Prof. Valentin Barišić, Ph.D.	15	15			2.5	R
	Training Methodology in Football 1	Assist. Prof. Valentin Barišić, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Volleyball	Prof. Nenad Marelić, Ph.D.	15	15			2.5	R
	Training Methodology in Volleyball 1	Prof. Nenad Marelić, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Swimming	Prof. Goran Leko, Ph.D.	15	15			2.5	R
	Training Methodology in Swimming 1	Prof. Nada Grčić-Zubčević, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	15	15			2.5	R
	Training Methodology in Rhythmic Gymnastics 1	Prof. Gordana Furjan-Mandić, Ph.D.	30		30		4.5	R
	Anthropological Analysis in Handball	Prof. Dinko Vuleta, Ph.D.	15	15			2.5	R
	Training Methodology in Handball 1	Prof. Dinko Vuleta, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Skiing	Prof. Bojan Matković, Ph.D.	15	15			2.5	R
	Training Methodology in Skiing 1	Prof. Bojan Matković, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Sports Gymnastics	Assist. Prof. Željko Hraski, Ph.D. Prof. Kamenka Živčić Markovć, Ph.D.	15	15			2.5	R
	Training Methodology in Sports Gymnastics 1	Prof. Kamenka Živčić Markovć, Ph.D. Assist. Assist. Prof. Željko Hraski, Ph.D.	15	15	30		4.5	R
	Anthropological Analysis in Tennis	Prof. Boris Neljak, Ph.D.	15	15			2.5	R

	Training Methodology in Tennis 1	Prof. Boris Neljak, Ph.D.	15	15	30		4.5	R
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS								
	Anthropological Analysis in Basic Kinesiological Transformations	Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	15	15			2.5	R
	Methodology in Basic Kinesiological Transformations 1	Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	15	15	30		4.5	R
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES								
	Anthropological Analysis in Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	15	15			2.5	R
	Methodology in Physical Conditioning 1	Prof. Igor Jukić, Ph.D.	15	15	30		4.5	R
ELECTIVE MODULE - FITNESS								
	Fitness Training Methodology 1	Prof. Goran Marković, Ph.D.	30		30		4.5	R
	Health-related Aspects of Training and Nutrition in Fitness	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D.	15	15			2.5	R
ELECTIVE MODULE - KINESIOLOGICAL RECREATION								
	Methodology in Kinesiological Recreation in Leisure Time 1	Prof. Mirna Andrijašević, Ph.D.	30	15	15		4.5	R
	Programming in Kinesiological Recreation	Prof. Mirna Andrijašević, Ph.D.	30				2.5	R
ELECTIVE MODULE - KINESITHERAPY								
	Methodology and Programming in Kinesitherapeutic Procedures 2	Assist. Prof. Dubravka Ciliga, Ph.D.	15	15	30		4	R
	Health Psychology – Selected Topics	Lada Perković, Senior Lecturer	15	15			3	R
ELECTIVE MODULE - SPORTS MENAGEMENT								
	Management in Sports Organisations	Prof. Mato Bartoluci, Ph.D.	30	15			4	R
	Management in Sport and Tourism	Prof. Mato Bartoluci, Ph.D.	30	15			3	R
ELECTIVE COURSES								
	Physiology of Exercise in Extreme Environmental Conditions	Prof. Branka Matković, M.D., Ph.D.	15	15			2	E
	K-1	Prof. Safet Kapo, Ph.D.	18		12		2	E
	Nordic Walking	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		2	E
	Mountaineering and Physical Recreation Programmes in Natural Environments	Assist. Prof. Drena Trkulja Petković, Ph.D.	16		14		2	E

	Self-Defence	Prof. Hrvoje Sertić, PhD	18		12		2	E
	Attitudes towards Kinesiological Activities	Prof. Ksenija Bosnar, Ph.D.	15	15			2	E
	Tennis	Prof. Boris Neljak, Ph.D.	18		12		2	E
	Introduction to SPSS (IBM SPSS, PASW statistics) Data Analysis System	Prof. Franjo Prot, Ph.D.	15		15		2	E
		TOTAL	150	75	90		27	

Note:

*In the 8th semester students enrol in one out of the 8 elective courses on the list. **

LIST OF COURSES/MODULES								
Year of the study: 5								
Semester: 9								
MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
MANDATORY COURSES								
	Kinesiological Sociology	Prof. Benjamin Perasović, Ph.D.	45	30			5	R
	Methodology in Kinesiological Research	Prof. Franjo Prot, Ph.D. Assist. Prof. Goran Sporiš, Ph.D.	30	30			5	R
MANDATORY MODULE - KINESIOLOGY IN EDUCATION								
	Kinesiological Methodology in High Schools	Prof. Boris Neljak, Ph.D.	30	15	30		8	R
		TOTAL	105	75	30		18	
ELECTIVE MODULE - SPORTS								
	Training Methodology in Track-and-Field 2	Assist. Prof. Ljubomir Antekolović, Ph.D.	15	15	30		7	R

	Training Methodology in Wrestling 2	Čedomir Cvetković, M.Sc., Senior Lecturer	15	15	30		7	R
	Training Methodology in Sailing 2	Prof. Goran Oreb, Ph.D.	15	15	30		7	R
	Training Methodology in Judo 2	Prof. Hrvoje Sertić, Ph.D.	15	15	30		7	R
	Training Methodology in Basketball 2	Prof. Bojan Matković, Ph.D.	15	15	30		7	R
	Training Methodology in Football 2	Assist. Prof. Valentin Barišić, Ph.D.	15	15	30		7	R
	Training Methodology in Volleyball 2	Prof. Nenad Marelić, Ph.D.	15	15	30		7	R
	Training Methodology in Swimming 2	Prof. Goran Leko, Ph.D.	15	15	30		7	R
	Training Methodology in Rhythmic Gymnastics 2	Prof. Gordana Furjan-Mandić, Ph.D.	15	15	30		7	R
	Training Methodology in Handball 2	Prof. Dinko Vuleta, Ph.D.	15	15	30		7	R
	Training Methodology in Skiing 2	Prof. Bojan Matković, Ph.D.	15	15	30		7	R
	Training Methodology in Sports Gymnastics 2	Prof. Kamenka Živčić Markovć, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	15	15	30		7	R
	Training Methodology in Tennis 2	Prof. Boris Neljak, Ph.D.	15	15	30		7	R
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS								
	Methodology in Basic Kinesiological Transformations 2	Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	15	15	30		7	R
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES								
	Methodology in Physical Conditioning 2	Prof. Igor Jukić, Ph.D.	15	15	30		7	R
ELECTIVE MODULE - FITNESS								
	Fitness Training Methodology 2	Prof. Goran Marković, Ph.D.		30	30		7	R
ELECTIVE MODULE - KINESIOLOGICAL RECREATION								
	Methodology in Kinesiological Recreation in Leisure Time 2	Prof. Mirna Andrijašević, Ph.D.	15				2.5	R
	Sports Management in Tourism	Prof. Mato Bartoluci, Ph.D.	30	15			4.5	R
ELECTIVE MODULE - KINESITHERAPY								
	Adapted Physical Activities	Assist. Prof. Dubravka Ciliga, Ph.D.	15	15			4	R
	Physical Medicine and Rehabilitation – Selected Topics	Frane Grubišić, Ph.D.	15		15		3	R
ELECTIVE MODULE - SPORTS MANAGEMENT								
	Communication in Sports Management	Darija Omrčen, Ph.D., Senior Lecturer	25		35		7	R
ELECTIVE COURSES								

	Elementary Games	Assist. Prof. Maja Horvatin Fučkar, Ph.D.	18		12		2	E
	Epidemiology of Physical Activity	Prof. Stjepan Heimer, M.D., Ph.D.	30				2	E
	Evaluation of Kinesiological Treatments	Prof. Franjo Prot, Ph.D.	15		15		2	E
	Philosophy of Sport	Prof. Jure Zovko, Ph.D.	20	10			2	E
	Gerontokinesiology	Assist. Prof. Mario Kasović, Ph.D.	15	15			2	E
	Cardiopulmonary Resuscitation for Kinesiologists	Zdravko Babić, Ph.D.	15		15		2	E
	Motivation in Sports	Assist. Prof. Renata Barić, Ph.D.	20	2	8		2	E
	Notational Analysis	Assist. Prof. Goran Sporiš, Ph.D.	20	10			2	E
	Business Communication and Media Appearances for Kinesiologists	Assist. Prof. Elenmari Pletikos Olof, Ph.D.	15	15			2	E
	Nutrition of Athletes	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D.	15	15			2	E
	Sports Injury Prevention	Assist. Prof. Saša Janković, M.D., Ph.D.	15	15			2	E
	Beach Handball	Prof. Dinko Vuleta, Ph.D.	18		12		2	E
	Sport for Persons with Disabilities	Assist. Prof. Dubravka Ciliga, Ph.D.	15	15			2	E
	Women in Sports	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D.	15	15			2	E
		TOTAL	180	150	90		31	

Note:

*In the 9th semester students enrol in three out of the 14 elective courses on the list. **

LIST OF COURSES/MODULES

Year of the study: **5**

Semester: 10

MODULE	COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS	Required/ elective
MANDATORY COURSES								
	Life in Nature and Survival Skills	Assist. Prof. Dražen Harasin, Ph.D.	36		24		4	R
MANDATORY MODULE - KINESIOLOGY IN EDUCATION								
	Kinesiological Methodology in Higher Education	Prof. Boris Neljak, Ph.D.	15		15		3	R
TOTAL			51		39		7	
ELECTIVE MODULE - SPORTS								
	Training Programming in Track-and-Field	Prof. Dragan Milanović, Ph.D.	30	30			6	R
	Training Effects Control in Track-and-Field	Prof. Vesna Babić, Ph.D.	15		15		3	R
	Training Programming in Wrestling	Čedomir Cvetković, M.Sc., Senior Lecturer	30	30			6	R
	Training Effects Control in Wrestling	Čedomir Cvetković, M.Sc., Senior Lecturer	15		15		3	R
	Training Programming in Sailing	Prof. Goran Oreb, Ph.D.	30	30			6	R
	Training Effects Control in Sailing	Prof. Goran Oreb, Ph.D.	15		15		3	R
	Training Programming in Judo	Prof. Hrvoje Sertić, Ph.D.	30	30			6	R
	Training Effects Control in Judo	Prof. Hrvoje Sertić, Ph.D.	15		15		3	R
	Training Programming in Basketball	Prof. Bojan Matković, Ph.D.	30	30			6	R
	Training Effects Control Basketball	Prof. Bojan Matković, Ph.D.	15		15		3	R
	Training Programming in Football	Assist. Prof. Valentin Barišić, Ph.D.	30	30			6	R
	Training Effects Control Football	Assist. Prof. Valentin Barišić, Ph.D.	15		15		3	R
	Training Programming in Volleyball	Prof. Nenad Marelić, Ph.D.	30	30			6	R
	Training Effects Control in Volleyball	Prof. Nenad Marelić, Ph.D.	15		15		3	R
	Training Programming in Swimming	Prof. Goran Leko, Ph.D.	30	30			6	R
	Training Effects Control in Swimming	Prof. Goran Leko, Ph.D.	15		15		3	R
	Training Programming in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	30	30			6	R
	Training Effects Control in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	15		15		3	R

	Training Programming in Handball	Prof. Dinko Vuleta, Ph.D.	30	30			6	R
	Training Effects Control in Handball	Prof. Dinko Vuleta, Ph.D.	15		15		3	R
	Training Programming in Skiing	Prof. Bojan Matković, Ph.D.	30	30			6	R
	Training Effects Control in Skiing	Prof. Bojan Matković, Ph.D.	15		15		3	R
	Training Programming in Sports Gymnastics	Assist. Prof. Željko Hraski, Ph.D. Prof. Kamenka Živčić Markovć, Ph.D.	30	30			6	R
	Training Effects Control in Sports Gymnastics	Assist. Prof. Željko Hraski, Ph.D. Prof. Kamenka Živčić Markovć, Ph.D.	15		15		3	R
	Training Programming in Tennis	Prof. Boris Neljak, Ph.D.	30	30			6	R
	Training Effects Control in Tennis	Prof. Boris Neljak, Ph.D.	15		15		3	R
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS								
	Programming in Basic Kinesiological Transformations	Assist. Prof. Maja Horvatin Fučkar, Ph.D.	30	30			6	R
	Training Effects Control in Basic Kinesiological Transformations	Assist. Prof. Maja Horvatin Fučkar, Ph.D.	15		15		3	R
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES								
	Physical Conditioning Programming	Prof. Igor Jukić, Ph.D.	30	15	15		6	R
	Training Effects Control in Physical Conditioning	Prof. Igor Jukić, Ph.D.	15		15		3	R
ELECTIVE MODULE - FITNESS								
	Training Programming in Fitness	Prof. Goran Marković, Ph.D.	30	15			4.5	R
	Group Fitness Programmes 2	Prof. Gordana Furjan-Mandić, Ph.D.	25		20		4.5	R
ELECTIVE MODULE - KINESIOLOGICAL RECREATION								
	Methodology in Kinesiological Recreation in Tourism	Assist. Prof. Drena Trkulja-Petković, Ph.D.	60	14	16		9	R
ELECTIVE MODULE - KINESITHERAPY								
	Methodology and Programming in Kinesitherapeutic Procedures 3	Assist. Prof. Dubravka Ciliga, Ph.D.	15	15			3	R
	Neurology – Selected Topics	Iris Zavoreo, M.D., Ph.D., Part-time Associate	15	15			3	R
	Internal Medicine – Selected Topics	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D.	15	15			3	R
ELECTIVE MODULE - SPORTS MANAGEMENT								
	Marketing Management in Sports	Prof. Mato Bartoluci, Ph.D.	30	15			4	R

	Entrepreneurship in Sports	Prof. Mato Bartoluci, Ph.D.	25	20			5	R
ELECTIVE COURSES								
	Windsurfing	Prof. Goran Oreb, Ph.D.	18		12		2	E
	Small Boat Sailing	Prof. Goran Oreb, Ph.D.	18		12		2	E
	Kinesiological Communicology	Prof. Benjamin Perasović, Ph.D.	15	15			2	E
	Advanced English Usage in Kinesiology	Darija Omrčen, Ph.D., Senior Lecturer	10		20		2	E
	Beach Volleyball	Prof. Nenad Marelič, Ph.D.	18		12		2	E
	Olympism		15	15			2	E
	Survival in Nature	Assist. Prof. Dražen Harasin, Ph.D.	18		12		2	E
	Applied Gymnastics Programmes	Prof. Kamenka Živčić Markovć, Ph.D.	15	15			2	E
	Psychology of Middle Age	Prof. Ksenija Bosnar, Ph.D.	15	15			2	E
	Water Life Saving	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2	E
	Sports, Fans and Culture of the Young	Prof. Benjamin Perasović, Ph.D.	20	10			2	E
	Shooting	Prof. Hrvoje Sertić, Ph.D.	18		12		2	E
	Water Polo	Prof. Goran Leko, Ph.D.	15		15		2	E
	Wellness	Prof. Mirna Andrijašević, Ph.D.	15		15		2	E
	Scientific English	Darija Omrčen, Ph.D., Senior Lecturer	10		20		2	E
	Diploma thesis						7	
		TOTAL	162	90	48		31	

Note:

*In the 10th semester students enrol in three out of the 14 elective courses on the list. **

1st YEAR OF THE STUDY

1st semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY COURSES						
Track-and-Field – Walking and Running	Prof. Vesna Babić, Ph.D.	27		18	+	3.5
Functional Anatomy	Assist. Prof. Davor Šentija, M.D., Ph.D.	45	30			6.5
Volleyball	Prof. Nenad Marelić, Ph.D.	45		30		6
Basic Kinesiological Transformations 1	Prof. Goran Marković, Ph.D. Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	36		24		5
History of Sport		30	30			3.5
Systematic Kinesiology	Prof. Franjo Prot, Ph.D. Assist. Prof. Goran Sporiš, Ph.D.	45	15			5

Mandatory courses

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Prof. Vesna Babić, Ph.D.	1.6. Year of the study	1

1.2. Name of the course	TRACK-AND-FIELD – WALKING AND RUNNING	1.7. Credits (ETCS)	3.5
1.3. Associate teachers	<u>Associate:</u> Mario Baković, Mag.Cin. <u>Part-time Associates:</u> Lucija Kolić, Mag.Cin. Prof. Renata Švigir Potroško	1.8. Types of instruction (number of hours L+S+E+e-learning)	45 (9TL+18TPL+18E+e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	250-280
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 2 - 10%
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will acquire the necessary theoretical knowledge and practical skills on movement structures and learning methods of different track-and-field disciplines and their application in education, physical recreation and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will obtain theoretical knowledge and practical skills necessary for implementing teaching units on walking and running proscribed by the PE curriculum in elementary schools, high schools and higher education institutions. Besides understanding theoretical basics, students will be capable of demonstrating technique elements and methodological exercises and procedures for teaching walking and running disciplines in track-and-field. They will also obtain skills necessary for organizing school competitions and for taking competitors to school and university track-and-field competitions.		
2.4. Expected learning outcomes at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - demonstrate the technique of performing basic elements of walking, race walking, running, sprinting, track starting, relay and hurdle running; - apply the methods for teaching basic elements of walking, race walking, running, sprinting, track starting, relay and hurdle running; - analyse and recognize the correct technique as well as errors in performing basic elements of walking, race walking, running, sprinting, track starting and some relay and hurdle running; - implement teaching methods to correct technical errors in performing basic elements of walking, race walking, running, sprinting, track starting and some relay and hurdle running; - measure the results in walking and running disciplines; - implement the knowledge in track and field rules; - organize school competitions in walking and running disciplines; - understand the organizational structure of track-and-field as a sport in the world, in Europe and at the national level; - understand the procedures of organizing, registering and conducting track-and-field competitions with walking and running disciplines. 		

2.5. Detailed course content according to the course schedule (syllabus)	<p>Theoretical lectures (TL)</p> <ol style="list-style-type: none"> 1. Introduction. Guidelines for using the e-learning system Merlin. Existing track-and-field options. Historical development of track-and-field in the world and in Croatia. (1TL) 2. Walking and race walking: its role and significance, kinesiological analysis, rules. (2TL) 3. Short-distance, middle-distance and long-distance running. Cross-country running: distribution, kinesiological analysis, rules. (2TL) 4. Relay running: distribution, kinesiological analysis, rules. (2TL) 5. Hurdle running: distribution, kinesiological analysis, rules. (2TL) <p>Theoretical and practical lectures (TPL) and exercises (E)</p> <ol style="list-style-type: none"> 1. Learning walking and race walking techniques. Exercises for learning walking and race walking (2TPL+2E) 2. Development of the ability of endurance running. Continuous running. Interval running. Cooper's test. Measuring results in running (2TPL+2E) 3. Learning running techniques using the analytic method: demonstration and analysis of the teaching methodology of basic running exercises. Exercises for teaching running techniques. (2TPL+2E) 4. Learning techniques of different types of starts in walking and running events, their application and particularities. Exercises for learning different types of starts and start acceleration. (2TPL+2E). 5. Learning sprinting techniques – curve running technique, finishing technique. Curve starting. Analysis of sprinting technique efficiency. Exercises for block start learning. (2TPL+2E) 6. Learning baton receiving and passing techniques. Types and ways of exchanging the baton. Elementary relays. (2TPL+2E) 7. Learning 4x60 and 4x400 metres relay running techniques. Relay running competitions. (2TPL+2E). 8. Methodological exercises for learning hurdle crossing over. Exercises for learning rhythmic hurdle running (2TPL+2E). 9. Methodological exercises for learning hurdle running (2TPL+2E). 						
2.6. Types of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with a mentor <input type="checkbox"/> (other)	2.7. Comments:			Independent student assignments are related to participation in organizing track-and-field competitions or to competing in track-and-field competitions.	
2.8. Student responsibilities							
2.9. Assessment of student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical work	0.5	
	Experimental work		Report		(other)		
	Essay		Seminar		(other)		
	Preliminary exams	0.5	Oral exam	1	(other)		
	Written exam	1	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 14% Preliminary exams: 14% Written exam: 29% Oral exam: 29% Practical work: 14%						

	Title	Number of copies in the library	Availability via other media
2.11. Mandatory literature (available in the library and via other media)	1. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	e-learning
	2. Šnajder, V. (1997). Na mjesta pozor... Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.	10	
	3. Međunarodna pravila za atletska natjecanja. Zagreb: Hrvatski atletske savez (IAAF Competition rules 2010 -2013: http://www.iaaf.org/mm/Document/Competitions/TechnicalArea/05/47/81/20091027115916_ http://postedfile_CompRules2010_web_26Oct09_17166.pdf	10	www.iaaf.org
2.12. Optional literature (at the time of submission of the study programme proposal)	1. Čoh, M. (2001). Biomehanika atletike. Ljubljana: Univerza v Ljubljani, Fakulteta za šport. 2. Čoh, M. (2002). Atletika. Ljubljana: Fakulteta za šport, Inštitut za šport. 3. Šnajder, V., Milanović, D. (1991). Atletika hodanja i trčanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
2.13. Quality assessment methods that ensure the acquisition of outcoming competences	Anonymous student survey.		

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Davor Šentija, M.D., Ph.D.	1.6. Year of the study	1
1.2. Name of the course	FUNCTIONAL ANATOMY	1.7. Credits (ECTS)	6.5
1.3. Associate teachers	Marija Rakovac, M.D., Research Assistant	1.8. Types of instruction (number of hours L+S+E+e-learning)	75 (45L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	260
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			

2.10. objectives	Course During the course, the students will get acquainted with the composition and structure of the human body. The basic structures and morphology of human organs will be described, as well as the human organ systems – this will enable the students to acquire theoretical and practical knowledge on the composition and structure of the human body, with special emphasis on the locomotor system, as well as the potential application of knowledge on functional anatomy in analyzing normal, sports and pathological locomotion.
2.11. enrolment requirements and entry competences required for the course	Course No enrolment requirements.
2.12. Learning outcomes at the level of the programme to which the course contributes	Learnin After meeting the requirements of the course <i>Functional Anatomy</i> , students will acquire basic knowledge of the structure and function of the human organism. Knowledge of morphology and the functioning of all organ systems will serve the students as a basis, and even a prerequisite for meeting the requirements of some other courses (such as Physiology of Sport and Exercise, Kinesiological Kinanthropology, Biomechanics, Kinesitherapy, etc.). Acquiring detailed knowledge on the structure and function of the locomotor system will enable students to perform anatomical analysis of movements in sports and other physical activities, both in healthy individuals as well as in patients suffering from certain chronic diseases.
2.13. Expected learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Expecte <ul style="list-style-type: none"> - Acquiring the basic anatomical terminology and knowledge of morphology and principles of human body structure. - Acquiring knowledge of the distribution and characteristics of individual organ systems. - Acquiring knowledge of the human bone system. - Acquiring knowledge of the human joint system. According to the main goals of this course, students will be able to define and describe human movement, by acquiring the terminology and classification of joints according to basic planes and axes of motion, as well as knowledge of kinematic chains. - Acquiring knowledge of the muscular system.
2.14. Detailed course content according to the course schedule (syllabus)	<p>Lectures and seminars on the locomotor system (each educational topic will be covered over 2L + 2S)</p> <ol style="list-style-type: none"> 1. Introductory lecture and seminar: Introduction to anatomy, classification of anatomy. Morphology and structure of the human body. Anatomical terminology. Principles of human body structure. Basics of cytology and histology. Introduction to osteology. 2. Bones of the trunk (<i>ossa trunci</i>) – the vertebral column. 3. Bones of the thorax, bones of the upper extremity (the pectoral girdle and upper arm). 4. Bones of the upper extremity – continuation (bones of the forearm and hand) and bones of the lower extremity (the hip bone). 5. Bones of the lower extremity – continuation – the skeleton of the leg (<i>pars libera membri inferioris</i>). 6. Bones of the skull (cranium). Bones of the neurocranium and viscerocranium. 7. Syndesmodology (arthrology) – study of ligaments and joints. General – synarthroses, amphiarthroses, diarthroses (synovial joints). Joint architecture. The mechanics of the synovial joints. Classification of synovial joints (according to the structure and number of axes in the joint). Planes and axes of motion. Anatomical nomenclature of movements according to the regions of the body. 8. Temporomandibular joint, joints of the vertebral column, joints of the thorax, joints of the upper extremity (pectoral girdle and shoulder joint). 9. Joints of the upper extremity - continuation (joints of the forearm and hand) and joints of the lower extremity (joints of the pelvic girdle, hip joint). 10. Joints of the lower extremity – continuation (knee joint, joints of the lower leg, joints of the foot).

	<p>11. Myology – general (classification, muscle architecture, accessory organs, muscle actions). 12. Muscles of the head and neck. 13. Muscles of the trunk (mm. trunci) - muscles of the chest, abdomen and back. 14. Muscles of the upper extremity (mm. membri superioris). 15. Muscles of the lower extremity (mm. membri inferioris).</p> <p>Lectures on general (systemic) anatomy (other organ systems):</p> <ol style="list-style-type: none"> Nervous system. Organization and subdivisions of the nervous system. Central nervous system. Cerebrum. Cerebellum. Brain stem. Spinal cord. (2L) Autonomic nervous system and sensory system. Sympathetic system. Parasympathetic system. Sense of sight. Sense of hearing. Sense of smell. Sense of taste. Proprioception. (2L) Circulatory system. Heart. Blood vessels. Blood. The systemic and pulmonary circulatory system. Lymphatic system. (2L) Respiratory system. The thoracic cage. External nose. Nasal cavity. Paranasal sinuses. Pharynx. Larynx. Trachea. Bronchi. Pleura. Lungs. Respiratory mechanics. (2L) Digestive system. Oral cavity. Esophagus. Stomach. Intestine. Liver. Pancreas. (2L) Abdominal cavity, mesentery, peritoneum. (1L) Endocrine system. (2L) Urinary system, reproductive system. (2L) 					
2.15. Types of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with a mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Assessment of student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar		(other)	
	Preliminary exams	1.5	Oral exam	3.5	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 8% Preliminary exams 23% Written exam 15% Oral exam 54%					
2.11. Mandatoty literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Keros, P., Pećina, M., Ivančić-Košuta, M. (1999). Temelji anatomije čovjeka. Zagreb: Naprijed.					

	2. Platzter, W. (2003). Priručni anatomski atlas u 3 sveska – (1) Sustav organa za pokretanje. Zagreb: Medicinska naklada.		
2.12. Optional literature (at the time of submission of the study programme proposal)	1. Sobotta, J. (2007). Atlas anatomije čovjeka 1-2. Jastrebarsko: Naklada Slap. 2. Krmpotić-Nemanić, J., Marušić, A. (2007). Anatomija čovjeka. Zagreb: Medicinska naklada.		
2.14. Quality assessment methods that ensure the acquisition of outcoming competences	Anonymous student survey.		

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study	1
1.2. Name of the course	VOLLEYBALL	1.7. Credits (ECTS)	6
1.3. Associate teachers	Assistents: Tomislav Đurković, Ph.D. Tomica Rešetar, Ph.D. <u>Part-time Associates:</u> Saša Ivanišević Hrvoje Borovina	1.8. Types of instruction (number of hours L+S+E+e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.16. Course objectives	To prepare and enable students for implementing volleyball teaching units as a part of the Physical Education curriculum (PE) in elementary and high school institutions (partially also in higher education institutions, as well as physical recreation and various sports activities). There is a special emphasis on the adequate application of teaching methods for teaching units that are represented in elementary and high school PE curricula. Furthermore, a special emphasis is also on the adequate methodological methods in 6:6 play, as well as on the proper acquisition of certain volleyball technique as a basis for correct demonstrations.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be qualified and will acquire practical and theoretical skills and knowledge required for carrying out teaching units of elementary and high school PE curricula. After completing this course, besides understanding theoretical knowledge,		

	students will be able to demonstrate individual technical elements, detect incorrect performance and apply the adequate teaching method for learning and improving various volleyball skills.		
2.4. Expected learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>During this course, the students will acquire knowledge on basic volleyball elements that are implemented in elementary and high school curricula throughout the following phases:</p> <ul style="list-style-type: none"> - serving, - serve receiving, - setting, - spiking, - blocking, - covering the court. 		
2.5. Detailed course content according to the course schedule (syllabus)	<p>Theoretical lectures (L)</p> <ol style="list-style-type: none"> 1. History of volleyball (2L) 2. Volleyball rules (2L) 3. Structural analysis of volleyball (2L) 4. Volleyball teaching units in elementary and high school; volleyball teaching methods (2L) 5. Didactical principles and methodological techniques for teaching and exercising adapted for elementary and high school (technical elements in Complex 1 and Complex 2) (2L) 6. Analysis and methodological techniques of learning tactical elements (in Complex 1 and Complex 2) (individual and group tactics) (2L) 7. 6 x 6 volleyball; Systems of play, spike coverage systems in C1 and C2 (3L) <p>Theoretical and practical lectures (TPL) and exercises (E) (each teaching unit is covered over 2TPL + 2E)</p> <ol style="list-style-type: none"> 1. Volleyball stances and movements; Overhand passes, 1:1 plays. 2. Two-hand bumps/underhand pass 3. Underhand serve 4. Mini volleyball (3:3) 5. Serves without rotation 6. 4:4 plays; Service with rotation 7. Spiking a high ball 8. Blocking 9. 6:6 play – 6:0 system 10. Spike coverage systems (1)-2-3, -2 11. Beginners (traditional) system 4:2 12. Beginners system 4:2 13. 6:6 play – by system 4:2 (5:1, 3:3) 14. 6:6 play with tasks in C1 15. 6:6 play with tasks in C2 		
2.6. Types of instruction	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with a mentor <input type="checkbox"/> (other)				
2.17. Student responsibilities	Students are required to attend classes.					
2.18. Assessment of student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical work	2
	Experimental work		Report		(other)	
	Essay		Seminar		(other)	
	Preliminary exams	1	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance - 17% Preliminary exams – 17% Written exam – 17% Oral exam – 17% Practical work – 32%					
2.11. Mandatory literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.					
	2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole – priručnik za učitelje tjelesne i zdravstvene kulture. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
	3. Službena pravila odbojke. (2010). Zagreb: Hrvatski odbojkaški savez.					
2.12. Optional literature (at the time of submission of the study programme proposal)	Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.					
2.13. Quality assessment methods that ensure the acquisition of outgoing competences	Anonymous student survey.					

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Marković, Ph.D. Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	1.6. Year of the study	1
1.2. Name of the course	BASIC KINESIOLOGICAL TRANSFORMATIONS 1	1.7. Credits (ECTS)	5
1.3. Associate teachers	Josipa Bradić, Ph.D. Saša Vuk, Ph.D.	1.8. Types of instruction (number of hours L+S+E+e-learning)	60 (36L+24E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	270
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To present basic characteristics of the formal model in basic kinesiological transformations. To present the classification (the structure) of general and biotic human motor skills and motor abilities. To learn general and biotic human motor skills used for kinesiological transformations of human's motor abilities. To present basic characteristics of kinesiological transformation operators (contents, methods and loads), used for learning and improving general and biotic motor skills and for developing (and maintaining) motor abilities in persons of different age, gender, physical condition level and skill level.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - the ability of independent critical thinking and solving problems; - knowledge and skills on measuring and evaluating motor skills and motor abilities in healthy persons of different age, gender, physical activity level and skill level; - implementation of kinesiological transformation procedures aimed at: 1) improving children's psycho-motor development and 2) enhancing/maintaining the health and fitness status of persons of different age, gender, physical activity level and skill level. 		
2.4. Expected learning outcomes at the level of the course (4 to 10 learning outcomes)	<p>After finishing the course and passing the final exam the students will be able to:</p> <ul style="list-style-type: none"> - understand the basic classification (structure) of biotic and general motor skills and abilities in humans; - correctly demonstrate biotic and general motor skills used for kinesiological transformations of motor abilities; 		

	<ul style="list-style-type: none"> - understand the basic principles of measuring motor abilities and to successfully apply these principles while practicing their knowledge in all fields of applied kinesiology; - understand the basic characteristics of the formal model of kinesiological transformations and transformation operators and to successfully apply that knowledge in practical work with the aim of: 1) learning and mastering biotic and general motor skills and 2) developing (maintaining) motor abilities in persons of different age, gender, physical condition level and skill level - understand the basic relations between motor abilities and morphological characteristics. 				
2.5. Detailed course content according to the course schedule (syllabus)	<p>Theoretical lectures (L)</p> <ol style="list-style-type: none"> 1. Terminology (2L) 2. Formal model of transformational processes and characteristics (2L) 3. Characteristics of transformational operators – contents (2L) 4. Characteristics of transformational operators – methods and load (2L) 5. Structure and transformations of motor abilities (4L) <p>Theoretical-practical lectures (TPL) and exercises (E)</p> <ol style="list-style-type: none"> 1. Terminology (2TPL+2E) 2. Biotic motor skills – moving through space (2TPL+2E) 3. Biotic motor skills – obstacle overcoming (2TPL+2E) 4. Biotic motor skills – overpowering resistance (2TPL+2E) 5. Biotic motor skills – object handling (2TPL+2E) 6. Flexibility (2TPL+2E) 7. Balance and precision (2TPL+2E) 8. Speed (2TPL+2E) 9. Coordination and agility (4TPL+4E) 10. Strength and power (4TPL+4E) 				
2.6. Types of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with a mentor <input checked="" type="checkbox"/> theoretical and practical lectures	<p>2.7. Comments:</p> <p>The specificity of conducting classes in "practical" courses at the Faculty of Kinesiology is related to theoretical-practical lectures which are realized with two student groups (35-40 students).</p>		
2.8. Student responsibilities	Regular class attendance, active participation in the education process, passing preliminary exams and the final exam.				
2.9. Assessment of student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical work
	Experimental work		Report		(other)
	Essay		Seminar		(other)
	Preliminary exams	2	Oral exam		(other)
	Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 20% Preliminary exams: 40% Written exam: 40%				

	Title	Number of copies in the library	Availability via other media
2.11. Mandatory literature (available in the library and via other media)	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Split: Fakultet prirodoslovno-matematičkih znanosti.	15	No
	2. Metikoš, D., Hofman, E., Prot, F., Pintar, Ž., Oreb, G. (1989). Mjerenje bazičnih motoričkih dimenzija sportaša. Zagreb: Fakultet za fizičku kulturu.	10	No
2.12. Optional literature (at the time of submission of the study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: TVZ. 2. Tkalčić, S. (2000). Kompleksi opće pripremnih kretnji. Športmark: Zagreb. 3. Beachle, T., Earle, R. W. (2008). Essentials of Strength Training and Conditioning. Champaign, IL., USA: Human Kinetics.		
2.13. Quality assessment methods that ensure the acquisition of outgoing competences	Anonymous student survey.		

1. COURSE DESCRIPTION - GENERAL INFORMATION

1.1. Course teacher	Zrinko Čustonja, lecturer	1.6. Year of the study	1
1.2. Name of the course	HISTORY OF SPORT	1.7. Credits (ECTS)	3.5

1.3. Associate teachers	Prof. Dario Škegro	1.8. Types of instruction (number of hours L+S+E+e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to train students to understand the origin and development of sport in the world and in Croatia. In addition, it is also its objective that students recognize and better understand social, political, economic, cultural and other factors relevant for the creation and development of sport. Emphasis during the course is on the acquisition of the concept of cause-effect relations and on understanding the mechanism of their influence on the history of sport. Furthermore, the aim of this course is to introduce the students with basic information on history as a science and to provide them with insight into the historiography of sport, both in Croatian as well as in other languages.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - From the aspects of historiography and historiographic research methods, introducing and understanding the origin and development of sport in Croatia and worldwide, as well as the ability of connect them with contemporary events in sport. - Knowledge on fundamental information about the origin and development of particular sports, sport branches and sport movements in Croatia, as well as understanding of the role of sport in the development of contemporary Croatian society. - Knowledge on main social, political, economic and other factors which have influenced the development of sport in Croatia and worldwide. - Application of knowledge on history of sports in explaining and understanding current issues and controversies in sport. - Understanding the concept of cause-effect relations and its application in explaining past and contemporary phenomena in sport. - Improving and developing the ability of critical and constructive reasoning, encouraging students to further contemplate about sports phenomena from the perspective of its historical development in addition to motivating them to express their personal attitudes and opinions on various contemporary topics from the aspect of historical legacy and tradition. 		
2.4. Expected learning outcomes at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Knowledge of basic characteristics, specific characteristics and differences in the evolution of exercise and sport over different historical periods (Old Age, Middle Age, Modern Age, Contemporary Age). - Ability to recognize key individuals and events as well as their causes and effects in the chronology of sport development in Croatia and worldwide. - Knowing and understanding the influence of social, political, economic, cultural and other factors on the origin and development of sport in Croatia and worldwide. - Ability to relate events from different historical periods as well as the ability to associate them with contemporary events in sport. - Knowing the main causes of the origin, development mechanisms and the consequences of key events in the history of sport and the sport movement in Croatia. 		

- Knowing and understanding the role, the significance and the specificity of sport in the development of the Croatian society.
- Developing the ability to critically contemplate about individuals and events in the history of sport as well as the ability to form comparative opinions in relation to contemporary people and current events in sport.
- Knowing and understanding the fundamentals of history as a science and knowing the most important parts in the historiography of sport in Croatia and worldwide.
- Adopting and mastering skills on writing and presenting essays/seminar papers.

2.5. Detailed course content according to the course schedule (syllabus)

Lectures (each teaching topic is implemented during 2 hours)

1. Historiography of sport: definition of the field; the subject of the study; its goals and tasks; research methods
2. History of sport and exercise in the world – prehistoric civilizations; Old Age – Mesopotamia, Egypt, Crete
3. History of sport and exercise in the world – Old Age – Greece and Rome
4. History of sport and exercise in the world – Old Age – Ancient Olympic Games
5. History of sport and exercise in the world – Middle Age and Renaissance
6. History of sport and exercise in the world – Modern Age – Enlightenment, Philanthropy and Gymnastic systems
7. History of sport and exercise in the world – Modern Age – Modern sport
8. History of sport and exercise in the world – Modern Age – Pierre de Coubertin and the restoration of the Olympic movement
9. History of sport and exercise in the world – Modern Age – the Olympic Games and the development of the Olympic movement
10. History of sport and exercise in Croatia – Croatia until World War I
11. History of sport and exercise in Croatia – Croatia between two World Wars
12. History of sport and exercise in Croatia – Hrvatski sokol (Croatian Falcon)
13. History of sport and exercise in Croatia – Franjo Bučar and the Olympic movement in Croatia
14. History of sport and exercise in Croatia – Croatia after World War II
15. History of sport and exercise in Croatia – the development of Physical Education teaching in Croatia

Seminars (each teaching topic is implemented during 2 hours)

1. Introduction – historiographic practical exercise (research methods, writing methods, sources in historiography and in historiography of sport)
2. Introduction – historiographic practical exercise (information on essays/seminar papers – writing style, topic selection and definition, defining the goal of the paper, sources utilization, usage of Internet as a source, scientific data bases in historiography and kinesiology, oral presentation of an essay/seminar paper)
3. Introduction – historiographic practical exercise (sport in global and Croatian historiography – an overview and introduction to the most important historiographic works)
4. Sport and exercise as a foundation of the education system of children and the young in Ancient Greece
5. Social and political dimensions of the Olympic movement in ancient times
6. Scholastics and attitudes towards the human body
7. Exercise in the periods of Humanism, Renaissance and Enlightenment – questions on the education and upbringing of children and the role of exercise
8. Social and political background of the initiation of gymnastic systems in Europe
9. Thomas Arnold and the birth of modern sport
10. Olympism – the Olympic philosophy, the development of the movement and its outcomes
11. Traditional sports in Croatia – origin and development
12. Modern sports in Croatia – origin and development
13. Political factors and PE teaching in Croatia

	14. Kinesiology in Croatia and the Faculty of Kinesiology University of Zagreb 15. Sport in Croatia during the period of communism and the Croatian state independence – the role of social and political events in sport development					
2.6. Types of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with a mentor <input type="checkbox"/> (other)		2.7. Comments:	
	Subject to the favourable conditions, students will visit the Croatian Sports Museum in Zagreb.					
2.8. Student responsibilities	Regular class attendance; participation in all types of instruction; writing and presenting a seminar paper.					
2.9. Assessment of student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.2	Research		Practical work	
	Experimental work		Report		(other)	
	Essay		Seminar	0.8	(other)	
	Preliminary exams		Oral exam	1.7	(other)	
	Written exam	0.8	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 6% Written exam 23% Seminar essay 23% Oral exam 48%					
2.11. Mandatory literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Jajčević, Z. (2010). Povijest tjelesnog vježbanja i športa. Zagreb: Kineziološki fakultet i Društveno veleučilište u Zagrebu.				5	
	2. Jajčević, Z. (2007). Olimpizam u Hrvatskoj. Zagreb: Libera Editio.				5	
	3. Jajčević, Z. (2008). Antičke olimpijske igre i moderni olimpijski pokret do 1917. godine. Zagreb: Libera Editio.				5	
2.12. Optional literature (at the time of submission of the study programme proposal)	1. Čustonja, Z. (2004). Razvoj nastave tjelesne i zdravstvene kulture u Hrvatskoj. Zagreb: Hrvatski športski muzej. 2. Jajčević, Z. (2010). 225 godina športa u Hrvatskoj. Osijek: Streljački savez Osječko-baranjske županije 3. Radan, Ž. (1980). Franjo Bučar i početak gimnastičkog i sportskog pokreta u Hrvatskoj. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu 4. Radan, Ž. (1983). Olimpizam u krajevima naroda Jugoslavije do 1919. godine. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu 5. Journal Povijest sporta (1970.-1999.) broj 1.-120.					

2.13. Quality assessment methods that ensure the acquisition of outgoing competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D. Assist. Prof. Goran Sporiš, Ph.D.	1.6. Year of the study	1
1.2. Name of the course	SYSTEMATIC KINESIOLOGY	1.7. Credits (ECTS)	5
1.3. Associate teachers	<u>Part-time Associates:</u> Prof. Vojko Strojnik, Ph.D. Prof. Rado Pišot, Ph.D. Prof. Tihana Ujević	1.8. Types of instruction (number of hours L+S+E+e-learning)	60 (45L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	180 – 210
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Familiarization and investigation of social and historical conditions in which kinesiology has originated and developed into the distinct scientific and research field. Systematization of concepts, insights and notions on the study of general principles of human locomotion and management		

	of exercise processes, as well as examining the effects of these processes on the human organism and studying any other, in that sense relevant, form of human activity and existence.
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge on fundamental research findings on the influence of physical activity on the human psychosomatic system by defining relevant parameters of the general model of kinesiological transformational processes, in addition to potential changes of anthropological characteristics, motor skills and health, as well as educational and other effects of kinesiological transformations.
2.4. Expected learning outcomes at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Understanding social and historical conditions in which kinesiology occurred and developed as a distinct scientific and research field; the position and the role of the Zagreb kinesiology circle in European and world kinesiology development trends. - Systematization of concepts and findings on the study of general regularities of human locomotion, general principles of implementing exercise processes and on the study of effects that these processes have on the human organism, as well as on the study of any other, in that sense relevant, form of human activity and existence. - Knowledge on the science of Kinesiology. The autonomy of kinesiology and its relation with other scientific fields. Research topics and methods in kinesiology. Didactic transposition of kinesiological findings. Professional training/education and qualification in the area of kinesiological science and in areas of applied kinesiology. - Familiarizing students with educational profiles in order to enable them to decide on one's own prospective for professional engagement as a kinesiologist in modern society with regard to the possibility for scientific and professional engagement. - Knowledge on relevant research studies on parameters of the general model of kinesiological transformational process with possible changes of anthropological features, motor skills (knowledge) and health status, as well as with educational and other effects of kinesiological transformations. Knowledge on elements necessary for determining the goals of the exercise process. Short-term, mid-term and long-term objectives of a directed exercise process. Immediate and indirect objectives of transformational processes. Procedures for the preparation and realization of kinesiological transformations: orientation, selection, planning, programming, execution/realization, control/monitoring and evaluation. Implicit and explicit representation models of the effects of transformational operators. - Conceptualization, operationalization and measuring in kinesiology. Systemic and cybernetic approach to the functionality of kinesiological systems. Concepts, elements and types of characteristic states of the subject within the framework of transformational processes. Management of kinesiological transformational processes. - The diversity (kinesidiversity) and motor knowledge/skill adoption level, levels of characteristics and abilities, health status and educational effects. Selection and distribution of work contents, distribution of load volumes. Methodology of determining the transformational value of particular kinesiological operators and the influence of exercise on the level and quality of motor knowledge/skill, regulation, development and preservice of anthropological characteristics. Components of work volume. Work modalities. Quantitative and qualitative changes induced by the exercise process. - Regular physical activity/exercise as a factor of biological survival of a human being and civilized lifestyle. Contemporary civilization strategy and commitment with regard to active kinesiological engagement (physical activity and sport) through UNESCO, ICSSPE, ICHPER-SD, WHO and EU declarations. International and national organization modalities associated with promoting active kinesiological involvement (scientific and professional assemblings, sport meetings and festivals, selective sports competitions).
2.5. Detailed course content according to the course schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Introduction to systematic kinesiology (course requirements and organization); professional status of kinesiologists – educational profiles and prospectives of permanent professional engagement for kinesiologists in contemporary society (educational system,

- selective sport, physical recreation, leisure-time activities, „Sport for All“, kinesitherapy, adapted physical activity, army forces, police forces, safe guards and rescue services). (3L)
2. Concept and definitions of kinesiology. (2L)
 3. Position of kinesiology in cultural circles in Croatia. (2L)
 4. History and antecedents of kinesiology. (2L)
 5. N. Dally and modern development of kinesiology. (2L)
 6. Structure of kinesiology and the Zagreb kinesiology circle; further development trends: basic and applicative/applied kinesiological disciplines and didactic transpositions. (2L)
 7. Structure of kinesiology and the Zagreb kinesiology circle; further development trends: anthropological and methodological subdisciplines and didactic transpositions. (2L)
 8. Research subject and methods – objectives, part 1 – immediate goals. (2L)
 9. Research subject: objectives – part 2 – indirect goals. (2L)
 10. Research subject: transformational process – part 1 – characteristic conditions. (2L)
 11. Research subject: transformational process – part 2 – characteristic procedures. (2L)
 12. Research subject: transformational process – part 3 – formal general model and definitions of the components of the model of the kinesiological transformational process. (2L)
 13. Research subject: motor contents and activities – motor behaviour, motor control, motor knowledge/skills, motor learning. (2L)
 14. Classification criteria and taxonomy of kinesiological (sport) activities and contents. (2L)
 15. Research subject: environmental conditions, premises, equipment and aids. (2L)
 16. Principles, purpose and methods of kinesiological research: theoretical and/or empirical (experimental) approach to research; basic structure of research and its stages. (2L)
 17. Principles, purpose and methods of kinesiological research: basic research methods, publication and types of presence and accessibility of scientific and professional research findings. (2L)
 18. Measurability issues and kinesiological phenomena: individual differences and measurability of manifest characteristics of motor behaviour. (2L)
 19. Measurability issues and kinesiological phenomena: concept and subsegments of the psychosomatic status and the methodology for its determination. (2L)
 20. Systemic approach to kinesiological phenomena. Manageability of kinesiological transformational processes. (2L)
 21. Factors and stages of the managed exercise process. Phases of prepreparation, planning and programming, execution, control and evaluation of effects of kinesiological transformations. (2L)
 22. Contemporary civilization strategy and commitment (declarations) with regard to active kinesiological engagement (physical activity and sport). International and national organizational forms and modalities related to the promotion of active kinesiological involvement. (2L)
- Seminars**
1. Formation of groups, work organization and the establishment of a basic seminar participation data base. (1S)
 2. Personal rationale and motivation for enrolling in the study of kinesiology: essay – free form of expression in writing. (2S)
 3. Endurance assessment (2400 m track running) – organization and execution of field measuring of motor behaviour in real situational conditions. (2S)
 4. Basic endurance factors; a theoretical paper based on sources from literature. Using a questionnaire in collecting data on sports achievements, level of involvement in kinesiological activities and on sports preferences. (2S)
 5. Individual and group differences in the chosen manifest anthropological characteristics and forms of motor behaviour. (2S)
 6. Individual and group differences in the level of engagement in kinesiological activities, in the achievement level in sport and in sports preferences. (2S)
 7. Comparison and covariability of individual differences. (2S)

	8. Associations between morphological, motor and functional features with sport performance/success. (2S)					
2.6. Types of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with a mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Assessment of student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical work	1.0
	Experimental work		Report		(other)	
	Essay		Seminar	1.0	(other)	
	Preliminary exams		Oral exam	1.0	(other)	
	Written exam	1.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Written exam 30% Seminar 20% Oral exam 20% Practical work 20%					
2.11. Mandatory literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Mraković, M. (1994). Uvod u sistematsku kineziologiju. Zagreb: Fakultet za fizičku kulturu.					
	2. Hoffman, J. S. (ed.) (2009). Introduction to kinesiology (third edition). Champaign, IL: Human Kinetics Publishers, Inc.					
	3. Klavora, P. (2009). Introduction to kinesiology: a biophysical perspective. Toronto: Sport Books publisher.					
2.12. Optional literature (at the time of submission of the study programme proposal)	1. Brooks, A. G. (1981). Perspectives on the academic discipline of physical education. Champaign, IL: Human Kinetics Publishers, Inc.					
	2. Charles, J. (1994). Contemporary Kinesiology. Englewood, Co.: Morton Publishing Company.					
	3. Findak, V., Metikoš, D., Mraković, M. (1993). Ciljevi procesa vježbanja: Kineziološki priručnik za učitelje. Zagreb: HPKZ.					
	4. Momirović, K. (1969). Utjecaj naučne zasnovanosti fizičke kulture na njenu društvenu afirmaciju. Teorija fizičke kulture. Beograd: JZFK, 116-133.					
	5. Šturm, J., Strojnik, V. (1994). Uvod u antropološku kineziologiju. 5. dopunjeno izdanje. (Skripta), Ljubljana: Fakulteta za sport.					
2.13. Quality assessment methods that ensure the acquisition of outgoing competences	Anonymous student survey.					

2nd semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY COURSES						
Track-and-Field – Throws and Jumps	Assist. Prof. Ljubomir Antekolović, Ph.D. Prof. Dragan Milanović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D.	45		30		6
Biomechanics	Prof. Mladen Mejovšek, Ph.D.	45	30			6.5
Quantitative Methods	Assoc.Prof. Dražan Dizdar, Ph.D.	45		45		8.5
Basic Kinesiological Transformations 2	Prof. Igor Jukić, Ph.D.	25		20		3.5
Handball	Prof. Dinko Vuleta, Ph.D. (T)	45		30		6

Mandatory subjects

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Ljubomir Antekolović, Ph.D. Prof. Dragan Milanović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D.	1.6. Year of the study	1
1.2. Name of the course	TRACK-AND-FIELD – THROWS AND JUMPS	1.7. Credits (ECTS)	6
1.3. Associate teachers	Marijo Baković, Mag.Cin.	1.8. Types of instruction (number of hours L+S+E+e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected number of students enrolled in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire the necessary theoretical and practical knowledge and skills on movement patterns and teaching methods of track-and-field disciplines of throws and jumps, as well as to apply that knowledge in education, physical recreation and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire the necessary theoretical and practical knowledge and skills for implementing teaching topics on throws and jumps prescribed by the elementary, high school and higher education PE curricula. They will also attain skills necessary for the organization of track-and-field activities as part of school sports clubs and track-and-field preschool programmes. The attained theoretical and practical skills and knowledge will also be applicable in the track-and-field sports club system in sports club programmes. After passing the course exam, students will be qualified to demonstrate elements of throwing and jumping techniques and methodological exercises for teaching certain throw and jump disciplines, as well as to organize school track-and-field competitions and manage teams in such competitions.		
2.4. Expected learning outcomes at the level of the course (4 to 10 learning outcomes)	Students will attain the following skills and knowledge during classes: - basic throwing and jumping exercises; - shot put (rotation and translation throwing techniques); - discus throw;		

- javelin, small ball and vortex ball throw;
- teaching throwing technique by using methodological exercises;
- measurement techniques of shot put, discus throw and javelin throw results according to the track-and-field rules;
- long jump (hitch-kick – 1 ½, 2 ½ and hang technique);
- high jump (scissors and fosbury flop);
- teaching jumping technique by using methodological exercises;
- measurement of long jump and high jump results according to track-and-field rules, and
- to accomplish a students' best individual result on internal competitions within a group (long and high jump).

2.5. Detailed course content according to the course schedule (syllabus)

Lectures (L)

1. Introduction to track-and-field jumps: definitions and classifications (1.5L)
2. Long jump: history, kinesiological analysis, video analysis, rules (2L)
3. High jump: history, kinesiological analysis, video analysis, rules (2L)
4. Triple jump and pole vault: history, kinesiological analysis, video analysis, rules (2L)
5. Introduction to track-and-field throws: definitions, principles, classifications, parameters of projectile flight, history (1.5L)
6. Shot put: kinesiological analysis, rules (2L)
7. Discus throw: kinesiological analysis, rules (2L)
8. Javelin and hammer throw: kinesiological analysis, rules (2L)

Theoretical and practical lectures (TPL) and exercises (E)

1. Approach run and take-off in long jump, teaching horizontal jumps, run-ups and take-offs, (2TPL+2E)
2. Long jump technique - 1 ½ hitch-kick; teaching the 1 ½ hitch-kick long jump technique (2TPL+2E)
3. Long jump technique - 2 ½ hitch-kick; teaching the 2 ½ hitch-kick long jump technique (2TPL+2E)
4. Long jump – hang technique and long jump landing; teaching the hang long jump technique and long jump landing technique; competition system and result measurement (2TPL+2E)
5. Vertical jumps, scissors technique; teaching vertical jumps and the scissors technique (2TPL+2E)
6. Approach run and take-off in the fosbury flop technique in high jumps; teaching the approach run and take-off in the fosbury flop high jump technique (2TPL+2E)
7. Clearing the bar with the fosbury flop technique; teaching how to clear the bar with the fosbury flop technique (2TPL+2E)
8. Integrating the fosbury flop high jump technique; teaching methods for integrating the fosbury flop high jump technique; competition system and result measurement (1TPL+1E)
9. Two-hand throws; teaching two-hand medicine ball and shot put throws (2TPL+2E)
10. Release in shot put, teaching release in shot put (2TPL+2E)
11. Slide step backward, shot put – translation technique; teaching the shot put – translation technique, slide step backward, integrating the slide step and the release (2TPL+2E)
12. Rotation in shot put, shot put – rotational technique; teaching the shot put – rotational technique, rotation in shot put, integrating the rotation and the release; competition system and result measurement (2TPL+2E)
13. Release in discus throw; teaching discus throw release technique (2TPL+2E)
14. Rotation in discus throw, technique in discus throw; teaching the discus throw technique, the rotation, integrating the rotation and the release; competition system and result measurement (2TPL+2E)
15. Small ball and vortex ball throw; teaching to throw the small ball and the vortex ball (2TPL+2E)
16. Javelin throw; teaching the javelin throw technique (1TPL+1E)

2.6. Types of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with a mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Assessment of student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research		Practical work
	Experimental work		Report		Demonstration of techniques 1
	Essay		Seminar		(other)
	Preliminary tests	2	Oral exam	0,5	(other)
	Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 8% Preliminary exams 33% Written exam 34% Oral exam 8% Demonstration of techniques 17%				
2.11. Mandatory literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				
	2. Antekolović, Lj., Baković, M. (2008). Skok u dalj. Zagreb: Miš.			5	
	3. Bodnarčuk, A. P. i sur. (1984). Atletska bacanja. Zagreb: Zagrebački sportski savez, Zagrebački atletski savez.				
2.12. Optional literature (at the time of submission of the study programme proposal)	1. Čoh, M. (2001). Biomehanika atletike. Ljubljana: Fakulteta za šport. 2. Milanović, D., Harasin, D. (2003.) Kondicijski trening atletičara bacača. u: Milanović, V., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, 21. – 22. 02. 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 321-328. 3. Čoh, M. (1992). Atletika. Ljubljana: Fakulteta za šport. 4. Antekolović, Lj., Žufar, G., Hofman, E. (2003). Metodika razvoja eksplozivne snage tipa skočnosti. u: Zbornik radova Međunarodnog znanstvenog skupa „Kondicijska priprema sportaša“, 12. zagrebački sajam sporta i nautike, Zagrebački velesajam, Zagreb 21. i 22. veljače 2003., 219-223.				
2.13. Quality assessment methods that ensure the acquisition of outgoing competences	Anonymous student survey.				

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course teacher	Prof. Mladen Mejovšek, Ph.D.	1.6. Year of the study	1
1.2. Name of the course	BIOMECHANICS	1.7. Credits (ECTS)	6.5
1.3. Associate teachers	Prof. Vladimir Medved, Ph.D. Mario Kasović, Ph.D.	1.8. Types of instruction (number of hours L+S+E+e-learning)	75 (45L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	280
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COURSE DESCRIPTION			
2.10. objectives	Course	To introduce the students to the methodology of approach to biomechanics of human movement and to empower them with the knowledge which they will be able to apply throughout their studies, but also in research and professional work. The students will be taught basic principles of biomechanical modeling and measurement procedures.	

2.11. Course enrolment requirements and entry competences required for the course	No enrolment requirements.
2.12. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Understanding the application of biomechanics in kinesiology; - developing knowledge and competencies regarding the application of biomechanical approach within the analysis of athletic-related and pathological locomotion; - critically adopting the possibilities of applying biomechanics within various problems of certain kinesiological disciplines and other related areas (ergonomics, medicine, bioengineering etc.).
2.13. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand the basic methodology of biomechanical human movement analysis; - interpret, within limits of the available equipment, the experimental findings; - critically relate to the current methods of modeling and measurement of human locomotion; - independently conduct basic biomechanical analysis of certain movement structures. <p>Biomechanical competencies will create a necessary relationship between anatomical and physiological cognitions regarding the locomotor system and the kinesiological properties of various movement structures.</p>
2.14. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. The definition of biomechanics, interdisciplinary nature, concepts of research and development of measurement techniques. The most important historical occurrences and personalities. (2L) 2. Biomechanics laboratory. (2L) 3. Geometrical characteristics of human body. The basics of kinematics and dynamics of rigid bodies and the system of rigid bodies. The basics of fluid mechanics. (2L) 4. Biomechanical properties of bones, joints and skeletal muscles as components of the human musculo-skeletal system. (2L) 5. Kinematic chains. The mechanisms of movement. (2L) 6. Biomechanical modeling of the human body. Anthropomorphic models. (2L) 7. Anthropometry and segmental parameters estimation. (2L+2S) 8. Kinematic measurement. Types of measurement systems. (2L+2S) 9. Acquisition and storing kinematic data, signal digitalization, derivation of linear and angular displacements. (2L+2S) 10. Measurements of force and torque. Converters. Force platforms. Measurement of pressure distribution. (2L+2S) 11. Inverse dynamics procedure. Estimation of force, torque and impulse components of segments and of a system as a whole. (2L+2S) 12. Confidence limits of inverse dynamics procedure. (2L+2S) 13. Surface electromyography (EMG). Genesis, detection and signal amplification. Telemetric procedures. (2L+2S) 14. EMG signal processing. (2L+2S) 15. Biomechanics of skeletal muscle. Modeling and simulation. Force-velocity and length-tension relationships. Neural control of muscle. (2L+2S) 16. Neuromuscular systems. Neuro- and mio-cybernetics. (2L+2S) 17. Artificial limbs and anthropomorphic robotics. Functional electrical stimulation. (2L+2S) 18. Movement performance assessment - examples from various sports. (2L+2S) 19. Gait analysis. Standardization of measurement procedures. (2L+2S) 20. Application of gait analysis in kinesiology and medicine. (2L+2S) 21. Spectral analysis of biomechanical signals and application in kinesiology. Estimation of local muscle fatigue from EMG signals. (2L+2S)

		22. A reference to the future of biomechanics in kinesiology. (L3)				
2.15. instruction:	Format of	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments		2.16. Comments:	
		<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet			
		<input type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
		<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
		<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)			
		<input type="checkbox"/> field work				
2.17. responsibilities	Student	To attend all classes on a regular basis, to work individually and/or in a group during seminars, to perform individually on tests				
2.18. student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Screening	Class attendance	1	Research		Practical training
		Experimental work		Report		(other)
		Essay		Seminar essay		(other)
		Tests	0.5	Oral exam	3	(other)
		Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam		Class attendance 15%. Tests 10%. Written exam 30%. Oral exam 45%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Medved, V. (1995). Analiza elektromiograma u športu. u: Pećina, M., Heimer, S. (ur.) Športska medicina. Odabrana poglavlja. Zagreb: Naprijed, 64-70.					
	Mejovšek, M. (1995). Dinamička analiza gibanja u športu. u: Pećina, M., Heimer, S. (ur.) Športska medicina. Odabrana poglavlja. Zagreb: Naprijed.					
	Nikolić, V. i sur. Principi biomehanike, poglavlja: Kinematika i kineziologija lokomocije i Kineziološka elektromiografija (autor V. Medved), Zagreb: Naklada Ljevak. (u tisku)					
2.15. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Enoka, R. (2006). Neuromechanics of human movement - Third Edition, Human Kinetics. 2. Medved, V., Kasović, M. (2007). Biomehanička analiza ljudskog kretanja u funkciji sportske traumatologije. Hrvatski športskomedicinski vjesnik, 22 (1): 40-47 3. Medved, V. (2001). Measurement of human locomotion. Boca Raton, Fl.: CRC Press. 4. Mejovšek, M. (1990). Prijedlog modela za kinetičku analizu gibanja sportaša. Kineziologija, 22: 5-11. 5. Mejovšek, M. (1997). Biomehanika sporta. u: Milanović, D. (ur.) Priručnik za sportske trenere, Zagreb: Fakultet za fizičku kulturu, 359-394. 					

2.16. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey
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1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof. Dražan Dizdar, Ph.D.	1.6. Year of the study programme	1
1.2.Name of the course	QUANTITATIVE METHODS	1.7. Credits (ECTS)	8.5
1.3.Associate teachers	Darko Katović, M.Sc. Željko Pedišić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90 (45L+45E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5.Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1.Course objectives	Adopting the appropriate theoretical and practical knowledge regarding the methods used for data analysis (basic statistical methods and multivariate methods) and regarding the design, application and evaluation of measurement instruments (kinesiometrics) in the field of kinesiology.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		

<p>2.3.Learning outcomes at the level of the programme to which the course contributes</p>	<p>Knowledge necessary for:</p> <ul style="list-style-type: none"> - application of statistical methods for data processing which are used in all areas of applied kinesiology; - application, design and validation of measurement instruments for the assessment of kinesiological phenomena; - continuing scientific education.
<p>2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Knowledge necessary for:</p> <ul style="list-style-type: none"> - selection and application of appropriate statistical procedures for the description of observed phenomena (methods related to descriptive statistics); - selection and application of appropriate statistical procedures for testing the proposed hypotheses (methods related to inferential statistics); - selection and application of appropriate statistical procedures for data condensation and transformation; - application, design and validation of measurement instruments for evaluation of kinesiological phenomena.
<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercises (each lecture unit takes 2 hours to complete, except for the lecture unit No. 23 which takes 1 hour to complete):</p> <ol style="list-style-type: none"> 1. The notion and classification of statistical methods and procedures (statistics, classification of methods, basic statistical terms, data, entity, populations and samples, types of a sample, variables, types of variables, population and sample of variables, data matrix). 2. Basic data management and data presentation procedures (grouping and graphic presentation of quantitative data). 3. Descriptive data (measures of central tendency – mean, mode, median; measures of variability – range, interquartile, variance, standard deviation, coefficient of variability; measures of distribution shape – skewness and kurtosis). 4. Basic terms from the variability theory (the rule of multiplication, the rule of permutation, the rule of variation, the rule of combination, probability). 5. Theoretical distributions (uniform distribution, binomial distribution, Poisson distribution, normal distribution, Student's t-distribution, Snedecor's F-distribution, H_i^2-distribution, K-S test of normality) 6. Data transformation (rank, percentiles, z-scores, linear transformation of data) 7. Estimation of the population mean (sampling distribution, standard error of the mean, error in statistical reasoning). 8. T-test (independent samples t-test, paired samples t-test). 9. Univariate analysis of variance. 10. Correlation. 11. Descriptive analysis of changes. 12. Matrix elements and operations (vector and matrix, types of matrices, basic operations - adding and subtracting, scalar multiplication, Hadamard product, matrix trace, vector norm, distance between two vectors, angle between two vectors, linear combination of vectors, matrix determinant, inverse matrix, pseudoinverse matrix, orthonormal and orthogonal matrices, rank and linear dependence of matrices, solving the linear equation system in matrix form) 13. Regression analysis (simple regression analysis, multiple regression analysis, testing the significance of regression models). 14. Component model of factor analysis (principal components extraction, criteria used for the number of significant factors, factor rotation). 15. Canonical correlation analysis. 16. Multivariate analysis of variance and discrimination analysis. 17. Basic kinesiometrics terms (measurement, measurement object, measurement instrument, measurer, standardized measurement procedure, scales of measure).

	<p>18. Designing the measurement instruments (defining the object of measurement, selection of the appropriate type of measurement instrument, selection of stimuli, standardization of the measurement procedure, determination of the measurement characteristics).</p> <p>19. Measurement characteristics (traditional model of measurement, reliability, objectivity).</p> <p>20. Measurement characteristics (homogeneity, sensitivity, factorial validity, pragmatical validity)</p> <p>21. Non parametric tests/methods (relative risk, absolute risk, decreasing/increasing absolute risk, decreasing/increasing relative risk, single sample chi-square test, multiple samples chi-square test, McNemar's chi-square test for two or more independent samples).</p> <p>22. Non-parametric tests/methods (Mann-Whitneyev U test, Sign test and Wilcoxon signed rank test, Kruskal – Wallis test).</p> <p>23. Non-parametric tests/methods (Cramer's fi coefficient, Spearman rank signed rank coefficient, Point-biserial correlation coefficient)</p>				
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	5	(other)
	Written exam	2.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10%, Written exam 30%, Oral exam 60%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Dizdar, D. (2006). Kvantitativne metode. Zagreb: Kineziološki fakultet.				
2. Pedišić, Ž., Dizdar, D. (2010). Priručnik za kvantitativne metode. Zagreb: Kineziološki fakultet.					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Petz, B. (2002). Osnovne statističke metode za nematematičare. Jastrebarsko: Naklada Slap.</p> <p>2. Mejovšek, M. (2003). Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap.</p> <p>3. Šošić, I. (2004). Primijenjena statistika. Zagreb: Školska knjiga.</p>				

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonimous student survey.
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1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	1
1.2. Name of the course	BASIC KINESIOLOGICAL TRANSFORMATIONS 2	1.7. Credits (ECTS)	3,5
1.3. Associate teachers	Research Assist. Luka Milanović , Ph.D. Research Assist. Cvita Gregov , Mag.Cin. Research Assist. Daniel Bok , Mag.Cin. <u>Part-time Associate:</u> Asim Bradić , Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (25L+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to facilitate the acquisition of theoretical and practical knowledge of and skills of basic transformational exercises and methods for the development of morphological characteristics and cardio-respiratory fitness in humans. This kind of knowledge and skills are applicable in all fields of applied kinesiology.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment prerequisites.		

2.3.Learning outcomes at the level of the programme to which the course contributes	<p>The students will be able to:</p> <ul style="list-style-type: none"> - design and carry out transformational procedures for the improvement of human modifiable morphological characteristics in the applied fields of kinesiology; - design and carry out transformational procedures for the improvement of human cardio-respiratory fitness in the applied fields of kinesiology. 				
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand biological principles of morphological characteristics and cardio-respiratory fitness development in humans; - apply basic teaching exercises and appropriate exercise progression for the improvement of morphological characteristics development in humans; - apply basic teaching exercises and appropriate exercise progression for the improvement of cardio-respiratory fitness development in humans; - design and execute transformational programme aimed at the improvement of morphological characteristics and cardio-respiratory fitness development in humans. 				
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises:</p> <p><u>Morphological characteristics</u></p> <ol style="list-style-type: none"> 1. Muscle mass development (1L) 2. Kinesiological and anthropological features of exercises aimed at the development of lower body muscle mass (2S+2E) 3. Kinesiological and anthropological features of exercises aimed at the development of upper body muscle mass (2S+2E) 4. Kinesiological and anthropological features of exercises aimed at the development of core/trunk muscle mass (2S+2E) 5. Designing appropriate procedures and progression for muscle mass development (2S+2E) 6. Body fat reduction (1L) 7. Kinesiological and anthropological features of exercises aimed at body fat reduction (1S+1E) 8. Designing appropriate procedures and progression for body fat reduction (1S+1E) 9. Designing exercise programmes for body fat reduction (2S+2E) <p><u>Cardio-respiratory fitness</u></p> <ol style="list-style-type: none"> 1. Fundamentals of aerobic fitness/capacity development (1L) 2. Fundamentals of anaerobic fitness/capacity development (2L) 3. Kinesiological and anthropological features of exercises aimed at the development of aerobic fitness/capacity (2S+2E). 4. Kinesiological and anthropological features of exercises aimed at the development of anaerobic fitness/capacity (2S+2E). 5. Designing appropriate procedures and progression for cardio-respiratory fitness development (2S+2E). 6. Designing exercise programmes for cardio-respiratory fitness development (2S+2E). 				
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)

<i>credits is equal to the ECTS value of the course)</i>	Tests	2	Oral exam		(other)	
	Written exam	1,5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Tests 55% Written exam 45%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).			20	YES	
	2. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima (priručnik za nastavu iz predmeta Osnovne kineziološke transformacije). Kineziološki fakultet Sveučilišta u Zagrebu.			30	YES	
	3. Milanović, D., Jukić, I. (ur.) (2003). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez.			20	YES	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Beachle, T. R., Earle, R. W. (2000). Essentials of Strength Training and Conditioning (Second Edition). Champaign, IL, USA: Human Kinetics. 2. Bompa, T. (2000). Total Training for Young Champions. Champaign, IL, USA: Human Kinetics. 3. Siff, M. (2000). Supertraining. Denver, USA. 4. Željaskov, C. (2004). Kondicioni trening vrhunskih sportista. Beograd: Sportska akademija. 5. Malina, R.M., Bouchard, C. (1991). Growth, Maturation and Physical Activity. Champaign, IL: Human Kinetics. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6. Year of the study programme	1
1.2. Name of the course	HANDBALL	1.7. Credits (ECTS)	6
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	290
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the subject is to prepare and train/educate students to perform teaching units related to handball in PE teaching in primary and secondary schools and partially at higher education institutions. The second objective is to familiarize them with the handball history, its rules, organization of competitions, as well as with the fundamentals techniques, methodology of teaching technical elements and with fundamentals of handball tactics.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To obtain competence to apply adopted knowledge in primary, secondary and post-secondary education in PE class teaching; to be able to recognize and critically consider advantages and disadvantages of the application of handball contents when compared to other kinesiological activities.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: understand position of handball in various classifications of sports; demonstrate practically and explain verbally basic knowledge on handball techniques, teaching methodology and fundamentals of tactics; identify influences and contributions of particular motor skills and abilities to situation-related efficiency (performance) in the entire handball game or across its segments.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Development of handball in world and Croatia (2L) 2. Kinesiological and structural analysis of handball (2L) 3. Rules of the game of handball (2L) 4. Handball techniques (2L) 		

	<p>5. Methodology of teaching elements of the game of handball (2L) 6. Fundamentals of handball tactics (2L) 7. Mini handball and beach handball (3L)</p> <p>Theoretical-practical lectures and exercises</p> <p>1. Techniques of play in attack without the ball (stances, setting the body in motion, starts and starting acceleration, stopping, movement direction changes, take-offs, landings and falls) (2TPL+2E) 2. Movement patterns with the ball (stances, ball holdings, receiving the ball – catching, stopping, picking-up and taking-over) (2TPL+2E) 3. Advancing the ball (by dribbling, stepping, turning around) (2TPL+2V) 4. Throws (passes – basic and specific) (2TPL+2E) 5. Passing and catching the ball while moving (2TPL+2E) 6. Passing and catching the ball while moving in specific conditions of handball game (2TPL+2E) 7. Ground shots (basic shot, hip height shot – Jensen, „extended“ hip height shot – Selec, knee height shot – Liebking, declined shot – semieret, shot out of a turn – schraube) (2TPL+2E) 8. Jump shots (classical jump shot, jump shot with the extended arm, jump shot with hip height release, declined jump shot – semieret, jump shot out of a turn) (2TPL+2E) 9. Shooting from the wing positions (left wing) (2TPL+2E) 10. Shooting from the wing positions (right wing – semieret) (2TPL+2E) 11. Shooting from the pivot position (dive shots; various ways of falling down) (2TPL+2E) 12. Feints (2TPL+2V) 13. Close zone defence formations and attack against them (e.g. 6 : 0) – „figures-of-eight“ (2TPL+2E) 14. Open zone defence formations and attack against them (e.g. – 3 : 2 : 1) – „odvlačenje halfa“, „odvlačenje prednjeg“ – (2TPL+2E) 15. Competitions (2TPL+2V)</p>						
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:				
2.8.Student responsibilities	Regular class attendance, active participation						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(other)		
	Essay		Seminar essay		(other)		
	Tests	1	Oral exam	2	(other)		
	Written exam	0.5	Project		Practical exam	2	
2.10. Grading and evaluating student work in class and at the final exam	Class active participatin 9%. Test / Quiz 16%.						

	Written exam 9%. Oral exam 33%. Practical exam 33%.		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Rules of the Game (Indoor Handball) (2010). službene stranice International Handball Federation IHF (http://ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf) na hrvatskom dostupno: Međunarodna pravila rukometne igre (2010). http://www.uhrs.hr/pravila.pdf		web
	2. Šimenc, Z., Pavlin, K., Vuleta, D. (1998). Osnove taktike rukometne igre, Zagreb: Fakultet za fizičku kulturu.	/	/
	3. Vuleta, D., Milanović, D. i sur. (2004). Stupnjevito učenje i usavršavanje tehničko-taktičkih znanja u rukometu. u: Zbornik radova 28. seminar rukometnih trenera, Zagreb, siječanj 2004., Udruga trenera Hrvatskog rukometnog saveza, 95-115.		/
1.12. Optional literature (at the time of submission of study programme proposal)	1. Foretić, N., Rogulj, N. (2009). Škola rukometa. Split: Grifon, 2. Gruić, I. (2009). Primjena rukometnih sadržaja u nastavi TZK. u: (voditelj programa: Štefanec, Ž. AZOO MZOŠ) katalogu stručnih skupova Agencije za odgoj i obrazovanje MZOŠ-a, OŠ „Oranice“, Špansko, 07. – 08. siječanj 2009. Dostupno na: http://www.azoo.hr 3. Vuleta, D., Gruić, I., Ohnjec, K. (2010). Metodika poučavanja prizemljenja u rukometu. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. – 10.01.2010., (elektronsko izdanje) 4. Vuleta, D., Gruić, I., Ohnjec, K. (2011). Primjena različitih igara sa loptom, situacijskih vježbi na principu vrpce bez kraja u uvodno-pripremnom dijelu treninga u cilju razvoja funkcionalno-motoričkih sposobnosti i znanja. Zbornik radova XXXV. seminar rukometnih trenera, Zadar, 21. – 23. 01. 2011., (elektronsko izdanje) 5. Vuleta, D., Rimanić, I., Vuleta, D.Jr. (2010). Uloga kružnog napadača u varijantama tehničko-taktičkog djelovanja na različite načine igre u obrani. Zbornik radova XXXIV. Seminar rukometnih trenera, Pula, 07. – 10. 01. 2010. (elektronsko izdanje)		
1.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

IInd YEAR OF THE STUDY

3rd semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY SUBJECTS						
Elements of Psychology	Prof. Ksenija Bosnar, Ph.D.	30		30		4.5
Physiology of Sport and Exercise	Prof. Branka Matković, M.D., Ph.D.	75	25	20		9
Judo	Prof. Hrvoje Sertić, Ph.D.	45		30		6
Basketball	Prof. Bojan Matković, Ph.D. Prof. Damir Knjaz, Ph.D.	45		30		6
Artistic Gymnastics 1	Prof. Kamenka Živčić Marković, Ph.D.	45		30		5

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Ksenija Bosnar, Ph.D.	1.11. Year of the study programme	2.
1.2. Name of the course	ELEMENTS OF PSYCHOLOGY	1.12. Credits (ECTS)	4.5
1.3. Associate teachers	Assist. Prof. Renata Barić, Ph.D. Zrinka Greblo, Ph.D.	1.13. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.14. Expected enrolment in the course	220
1.5. Status of the course	Mandatory	1.15. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to acquaint the students with the basic concepts of general, developmental and educational psychology and to encourage the application of the body of knowledge to Physical Education teaching, physical recreation, kinesitherapy and sports. The students will become familiar with fundamental knowledge of cognitive and conative processes from the aspect of general, developmental and educational psychology and with fundamental concepts of differential psychology.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will acquire the basic knowledge of psychological phenomena and behaviour. They will advance their understanding of human behaviour and experience that is extremely important for their future profession in which they will work with people. They will better understand behaviour in diverse situations and will be more successful in exercise programmes planning and execution in education, recreation, sports and kinesitherapy.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will gain knowledge of:</p> <ul style="list-style-type: none"> - what is psychology, what are its basic disciplines, what is applied psychology, and what are basic methods in psychology; - psychological processes and the place of their origin; - senses, how do they originate and what is their relation to stimuli as well as what is perception; - attention, thinking, memory, and learning. The students will gain knowledge of the ways in which it is possible to acquire new diverse information and what are basic factors relevant to efficacious learning; - emotions, how and from where they originate, how are they manifested as behaviour and as sensation. On an example of the concept of emotional intelligence they will get acquainted with the individual differences in emotional responses. 		

- motives, how do they originate and how are they satisfied; examples will be used to delineate importance of motives when learning and working out;
- personality concept and personality traits. They will acquire basic concepts of Eysenck's personality theory and of cybernetic personality model by Momirović and associates. They will also get familiar with the ways in which personality traits can be measured and with the possibilities to predict behaviour out of the personality questionnaire scores;
- intelligence concept; they will gain knowledge of the basic concepts of factorial and cybernetic models of intelligence as well as of the development of intelligence, its measurement and possibilities to predict behaviour out of the intelligence tests scores;
- the development of a person and basic characteristics of particular development periods.

Lectures and exercises (each topic is covered by 2Ls+2Es)

1. What is psychology? Methods of psychology

Definition of psychology. Definition of psychological processes and behaviour. Physical, biological and social preconditions of psychological processes and behaviour and their effects. Disciplines of basic psychology. Definition of applied psychology. Experiment, an example of experimental design. Correlation research. Observation and self-observation (introspection), case analysis.

2. Brain

Review of brain anatomy and functions. Brain function research methods. Neuron and glial cells, synapses and neurotransmitters.

Senses and psychophysics

Definition of senses, definition of a stimulus and transduction, survey of sensory modalities with a short description of the peripheral part, sensory pathways and primary cortical area. Definition, methods, absolute threshold, differential threshold, Weber's law and constant, Fechner's law.

3. Perception

Definition: perception factors, experience and perception, consistence in perception, experience of size and distance; selectivity in perception. Perception of figures and background, perception of depth; binocular signs, monocular signs of depth. Perception of movements; sensory illusions.

4. Thinking and attention

Definition of thinking, association, retrieving, imagination, concept adoption, logical reasoning, problem solving, planning, decision making, creative thinking. Thinking errors. Definition of attention, spontaneous, intentional and habitual attention. Attention focus, attention distribution, internal and external determinants of attention, attention disorders, ADD and ADHD.

5. Memory

Definition, significance of memory, methods of research on memory. Ebbinghaus's memory research and contemporary cognitions. Biological foundation of memorizing. Forgetting, hypotheses on the nature of information loss, Alzheimer's disease.

6. Memory

Three-storage memory model of Atkinson and Shiffrin. Sensory memory, function, lucid memory, function, capacity, duration of information storing. Short-term memory, definition of three functions, limitations emerging from its

2.5. Course content broken down in detail by weekly class schedule (syllabus)

capacity. Long-term memory, procedural and declarative. Episodic and semantic memory. Structure of semantic memory. Memory storing as a dynamic process, research by Loftus and Palmer, „flash“ memory.

7. Learning, cognitive learning and learning through classical conditioning

Definition of learning, types of learning as regards contents, learning curve. Cognitive learning, definition. Intentional and nonintentional learning. Depth of information processing during learning, latent learning, insight learning. Definition of Pavlov's conditioning. Conditioning factors, sensory characteristics, time, number and regularity of pairing. Concept of generalization, concept of sensory discrimination. Habituation / Switching-off. Fear conditioning. Enuresis therapy with the bed-wetting alarm.

8. Learning through operant (instrumental) conditioning and social learning

Thorndike effect law. Skinner's definition of operant conditioning, reinforcement, primary reinforcer, secondary reinforcer. Schedule of reinforcements and learning efficiency. Punishment, why should it be avoided. Definition of social learning, learning by imitation, learning motor skills, imitation in social interaction. Neurobiological foundation of learning by imitation. Bandura's model learning, Bobo-doll experiment; characteristics of the model. Model role learning. Abuse and model learning.

9. Emotions

Definition of emotions, their function. Theory of emotion inception, characteristics of subjective experience during emotional response, physiological reactions during emotional response, expression of emotions. Ekman's model of six primary emotions. Emotions and artificial intelligence. Individual differences in emotion recognition, expression and regulation – the concept of emotional intelligence. Three-factor model of Mayer and Salovey.

10. Motivation

Definition of motivation: instincts, impulses, homeostasis, optimal level of arousal, needs and drives. Biotic and social motives, socialization of motives, content-based theories of motivation, process theories of motivation. Causal attribution. Basic psychosocial motives according to the Deci and Ryan's theory of self-determination. Extrinsic and intrinsic motivation in the theory of self-determination.

11. Personality

Definitions. Hippocrates' personality theory. Lexic approach, research by B. Mlačić. Hypotheses of factorial personality theories. Eysenck's personality theory. Behavioural correlates of Eysenck's personality dimensions. Big-5 (5-factor personality model), Goldberg and McCrae and Costa. Characteristics of cybernetic personality models. Model by Momirović and associates.

12. Intelligence

Definition of intelligence. Approaches to intelligence modelling. Factorial models of intelligence (Thurstone, Guilford). Models emerged from neuroscience (Luria), cybernetic modelling (Momirović and associates), artificial intelligence. Criticism of the existing models (Sternberg's model of intelligence).

13. Measurement and development of intelligence

Binet's development intelligence scale, intelligence quotient. Measuring intelligence in adults. Piaget's four-stage development model; critical remarks on Piaget's model. Development of intelligence in adulthood, research of fluid and crystalline intelligence.

14. Development

Overview of basic characteristics of human development across particular life stages (prenatal development, infants and toddlers, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, late adulthood).

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:		
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet			
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)			
	<input type="checkbox"/> field work				
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	2	Oral exam	1.5	(other)
	Written exam	0.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam					
Class attendance 11%					
Test / Quiz 44%					
Written exam 12%					
Oral exam 33%					
2.11. Required literature (available in the library and via other media)	Naslov			Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	1. Smith, E. E., Nolen-Hoeksema, S., Frederickson, B. L., Loftus, G. R., Bem, J. D., Maren, S. (2007). Atkinson/Hilgard Uvod u psihologiju. Jastrebarsko: Naklada Slap.				
	2. Goldstein, E. B. (2011). Osjeti i percepcija. Jastrebarsko: Naklada Slap. – poglavlja 6, 8, 9 i 10.				
2.12. Optional literature (at the time of submission of study programme proposal)					
1. Rathus, S. A. (2000). Temelji psihologije. Jastrebarsko: Naklada Slap.					
2. Zarevski, P. (1994). Psihologija pamćenja i učenja. Jastrebarsko: Naklada Slap.					
3. Petz, B. (2005) Psihologijski rječnik. Jastrebarsko: Naklada Slap.					
4. Judaš, M., Kostović, I. (2011). Temelji neuroznanosti, udžbenik je slobodno dostupan na stranici http://www.hiim.hr/dokumenti/Judas&Kostovic-Temelji_Neuroznanosti.pdf					
2.13. Quality assurance methods that ensure the acquisition of exit competences					
Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Branka Matković, M.D., Ph.D.	1.6. Year of the study programme	2
1.2. Name of the course	PHYSIOLOGY OF SPORT AND EXERCISE	1.7. Credits (ECTS)	9
1.3. Associate teachers	Prof. Lana Ružič, M.D., Ph.D. Antonela Nedić, M.D., Junior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	115 (75L+25S+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	During the compulsory course the students will get acquainted with basic mechanisms of functioning of human organs and organ systems. Furthermore, they will be able to understand the physiological responses and adjustments of bodily structures and functions to physical activity and sports training and they will get acquainted with the application of achievements of physiology of sport in training process of athletes and improvement of sports results. Students will acquire skills necessary for functional diagnostics and interpretation of results of testing.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: <i>Functional Anatomy</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire knowledge of the functioning of the human body. Students acquire knowledge of the basic acute and chronic responses and adaptation of the organism to physical activity. Students will be enabled to apply this knowledge in physical education teaching and in programming of sports training or recreational physical activity.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand specific characteristics and mechanisms of the human body that make it a living being; - understand acute responses of different organ systems to physical activity; - understand adaptations of different organ systems to physical activity; - understand the basic pathophysiological mechanisms; - understand the application of findings of physiology of exercise in training of athletes and improvement of sports results. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Introduction to the field of human physiology, physiology of sport and exercise. (2L) 2. Origins, historical development of physiology of sport and exercise. (1L) Homeostasis. (1L) 3. Cellular and molecular physiology. (2L) 4. Cell membrane. (2L) 5. Membrane transport-active and passive. (2L) 6. Membrane potentials (membrane and action potential). (2L) 7. Muscular system – muscle structure and architecture and types of contraction. (2L) 8. Types of muscle fibres. (2L) 9. Muscle contraction: from stimulus to contraction. (2L) 10. Energy sources. (2L)		

11. Metabolism, energy systems –aerobic system. (2L)
12. Oxygen uptake, oxygen debt. (2L)
13. Metabolism, energy systems – anaerobic systems. (2L)
14. Metabolism, energy systems – phosphagen system. (2L)
15. Muscular adaptations to strength, speed, and endurance training. (2L)
16. Nervous system – organization and the basics of functioning. (2L)
17. Sensory receptors, spinal level, subcortical level, cortical level. (2L)
18. Metabolism, energy systems – aerobic. (2L)
19. Voluntary motor activity, intellectual functions. (2L)
20. Nervous system – autonomic nervous system. (2L)
21. Special senses. (2L)
22. Endocrine system – negative feedback loop. (2L)
23. Pituitary gland, thyroid gland, pancreas. (2L)
24. Adrenal gland, gonads, hormonal response to physical activity. (2L)
25. Cardiovascular system: blood (plasma, blood cells, blood groups, immunity, and blood coagulation). (2L)
26. Heart (cardiac muscle, cardiac cycle). (2L)
27. Conductive system of the heart, regulation of heart function. (2L)
28. Circulation – hemodynamics, regulation of flow and pressure, cardiac output, capillary dynamics, lymphatic system). (2L)
29. Response and adaptations to physical activity (dynamic loading, static loading). (2L)
30. Respiratory system – pulmonary ventilation. (2L)
31. Respiratory system – alveolar diffusion. (2L)
32. Respiratory system – gas transport, regulation of respiration. (2L)
33. Respiratory system – adaptations to physical activity (dynamic loading, static loading). (2L)
34. Kidneys and body fluids: body fluid compartments; urine formation, body fluid regulation, acid-base balance, and regulation of acid-base balance in exercise (loading). (2L)
35. Digestive system: mechanics, secretion, digestion, and absorption. (2L)
36. Autonomic nervous system and defense against hypo- and hyperthermia. (2L)
37. Fatigue. (3L)

Seminars

1. Introduction – characteristics and conditions of laboratory testing. (1S)
2. Physical quantities. (2S)
3. Cell and the function of cell organelles. (2S)
4. Membrane transport, membrane potential, action potential. (2S)
5. Types of muscle fibres, motor unit, strength, flexibility. (2S)
6. Spinal cord, reflexes, reflex arc. (2S)
7. Pulmonary volumes and capacities. (2S)
8. Thermoregulation. (2S)
9. Endocrinology – problem task solving. (2S)
10. Oxygen debt. (2S)
11. Energy consumption, mechanical efficiency. (2S)
12. Spiroergometry. (2S)
13. Cardiorespiratory system – problem task solving. (2S)

Exercises (2 exercise hours for each topic)

1. Ergometers.
2. Heart rate and arterial blood pressure at rest.
3. Heart rate and arterial blood pressure at work – application of cardiostachometers.
4. Dynamometry – measurement of strength; measurement of flexibility.

	5. Speed of sensorimotor reaction; celerimetry. 6. Spirometry. 7. Minute ventilation at rest and during work. 8. Oxygen uptake at rest and during work. 9. Astrand test. 10. Determination of anaerobic threshold using the lactate curve.				
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities	Attendance of all classes, preparation of the seminar essay.				
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	4.0	Oral exam	3.0	(other)
	Written exam	1.0	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	During the course: Class attendance 10%. Tests 45%. Written exam 10%. Oral exam 35 %			The students who failed to meet the required grading criteria during the course, take the integral final exam (written 50% and oral exam 50%)	
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Matković, B., Ružić, L. (2009). Fiziologija sporta i vježbanja. Zagreb: KIF, DVOIT.				
	2. Guyton, A. C., Hall, J. E. (2006). Medicinska fiziologija. 11. izd. (odabrana poglavlja). Zagreb: Medicinska naklada.				
2.12.Optional literature (at the time of submission of study programme proposal)	1. McArdle, D. W., Katch, F. I., Katch, V. L. (2010). Exercise Physiology: Nutrition, Energy and Human Performance, Seventh Edition. Baltimore, MD: LWW. 2. Plowman, S. A., Smith, D. L. (2011). Exercise Physiology for Health, Fitness, and Performance, Third Edition. Baltimore, MD: LWW.				
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	2
1.2. Name of the course	JUDO	1.7. Credits (ECTS)	6.0
1.3. Associate teachers	Ivan Segedi, PhD.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	180
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to educate high quality professionals that possess special knowledge and skills necessary for teaching judo as a competitive sport and for teaching judo in PE by utilizing all teaching principles and methods available for teaching judo elements listed in the Croatian National Educational Standard (CNES). Another goal of this course is to provide knowledge about implementing judo techniques in specific combat situations and in physical recreation when practicing without a kimono.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will master judo-specific knowledge and skills and competence for its application in: <ol style="list-style-type: none"> 1. physical education – compulsory and extracurricular, 2. sport, 3. physical recreation, 4. military, police and security services. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> - attain knowledge about basic characteristics and specificities of judo as a polystructural acyclic activity; - be able to understand the influence of practicing judo on the individual's anthropological status; - master specific methodological procedures applied in polystructural acyclic activities - be acquainted with the processes of education and training in specific environment – judo mats (tatami) - be acquainted with and understand biomechanical characteristics and usefulness of judo falling techniques; - be acquainted with and understand biomechanical characteristics of throwing techniques, holding techniques, joint lock techniques and strangling techniques in judo as a competitive sport; - attain knowledge about transferring specific judo exercises into military, police and security service training; - be acquainted with and understand biomechanical characteristics of throwing techniques, holding techniques, joint lock techniques and strangling techniques in other similar combat sports; - be acquainted with and understand biomechanical characteristics of throwing techniques, holding techniques, joint lock techniques and strangling techniques in other sports (for example, in team sports) 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures:</p> <ol style="list-style-type: none"> 1. Structural analysis of judo. Analysis of structural elements and structures of situation in judo and judo bout. Definition of judo and categorization of judo in the group of polystructural acyclic activities. (2L) 2. Official rules of judo. Changes of judo rules and improvements of the sport. Rules of judo bouts, competition area, areas for the judo competitors. (2L) 3. Basic training methods for combat sports. Specificities of training methodology in physical education and sports training. (2L) 		

	<p>4. Specific methodology of teaching and practicing judo technique on the spot and in the motion. Rules and principles of teaching judo techniques in relation to the trainee's age, gender and the level of his/her motor abilities and skills. (2L)</p> <p>5. Anthropological analysis of judoists. The effects of practicing judo on the development of athletes' anthropological abilities. Hypothetical factor structure of abilities and characteristics relevant to success in judo (equation of judo performance specification). (2L)</p> <p>6. History and organization of judo. Appearance and development of judo in the world. Appearance and development of judo in Croatia. Judo as an Olympic sport. The structure of the World Judo Federation, European Judo Union and Croatian Judo Federation. (2L)</p> <p>7. The benefits of judo and judo programme according to the Croatian National Educational Standards (CNES). (2L)</p> <p>8. Principles of judo sport. Including judo techniques in the training processes of other sports and transfer of knowledge to the specific combat situations (without kimono) and physical recreation. (1L)</p> <p>Theoretical-practical lectures and exercises (each teaching unit is covered with 2TPL+2E)</p> <p>1. Ukemi waza – breakfalls. Teaching and practicing technique exercises of specific judo breakfalls.</p> <p>2. Ukemi waza – acrobatic falls. Teaching and practicing technique exercises of specific judo acrobatic falls.</p> <p>3. Stance techniques, movement techniques and kimono holding techniques in judo. Execution, principles and utility of auxiliary structural elements in judo sport.</p> <p>4. Osaekomi waza – pinning or matholds techniques – principles and escaping judo pinning or holding technique.</p> <p>5. Kansetsu waza – joint locking techniques – rules, principles and training methodology of joint locking techniques.</p> <p>6. Shime waza – carotid, respiratory and combined strangling techniques in judo – rules, principles and training methods.</p> <p>7. The structure of tactical contents in ground positions in judo.</p> <p>8. Te waza – hand throwing techniques – performance, performance principles, general and judo-specific training methods.</p> <p>9. Koshi waza – hip throwing techniques – performance, performance principles, general and judo-specific training methods.</p> <p>10. Ashi waza – foot throwing techniques – performance, performance principles, general and judo-specific training methods.</p> <p>11. Sutemi waza – sacrifice throwing techniques – performance, performance principles, general and judo-specific training methods.</p> <p>12. Transition from stand up to ground position in a judo bout.</p> <p>13. Goshin jutsu elements for 1 and 2 kyu belts.</p> <p>14. Goshin jutsu elements for 3 kyu belt.</p> <p>15. Judo elements listed in the CNES.</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7.Comments:			
2.8.Student responsibilities	<p>The students are obligated to attend theoretical-practical lectures and exercises wearing their judo kimonos.</p> <p>The students are obligated to take notes during the theoretical-practical lectures, theoretical lectures and exercises.</p>					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research		Practical training	2.0
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1.5	(other)	

	Written exam	1.0	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 17% Tests: 8% Written exams: 17% Oral exam: 25% Practical training: 33%					
2.11. Required literature (available in the library and via other media)	Title			No. of copies in the library	Availability via other media	
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.			300		
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.			5		
	3. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.			5		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Kudo, K. (1976). Judo tehnika bacanja. Zagreb: Mladost. 2. Kudo, K. (1976). Judo, Parterna tehnika, Zagreb: Mladost. 3. Sertić, H. (2000). Relacije nekih motoričkih, antropometrijskih i konativnih varijabli s uspjehom u borbi, brzinom učenja i kvalitetom izvođenja tehnike bacanja u judu. (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Fakultet za fizičku kulturu, Sveučilišta u Zagrebu. 4. Segedi, I. (2011). Klasifikacija i analiza natjecateljskih judo tehnika bacanja kod muškaraca prema njihovoj važnosti u borbi. (Doktorska disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D. Assoc.Prof. Damir Knjaz, Ph.D.	1.6.Year of the study programme	2
1.2.Name of the course	BASKETBALL	1.7.Credits (ECTS)	6
1.3.Associate teachers	Assist. Tomislav Rupčić, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	200
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	The students will acquire knowledge and skills for elementary and high school PE (basketball topics) curricula execution. Emphasis is placed on attaining basic basketball technique and tactics, teaching exercises and its progression and evaluation of basketball skills.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be qualified for conducting basketball transformational procedures and for the development of motor abilities and cardio-respiratory fitness of school children via basketball exercises.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> - be able to conduct basketball topics within elementary school, high school and higher education PE curricula, - be able to apply basketball and basketball exercises as physical recreation activity, - know basketball development, - apply basketball rules during basketball match, - be acquainted with the influence of teaching, training and playing basketball on psychosomatic status of children, youth and adults - be acquainted with the basketball players' characteristics and abilities relevant to successful basketball performance, - be acquainted with the basketball team structure and basic models of basketball play, - be acquainted with the biomechanical analysis of basketball and teaching exercises and progression for basic offense technique (holding the ball, basketball stances with and without the ball, starting movements and jumps, bouncing in place and dribbling/driving the ball, changing direction and speed of movement without the ball and while dribbling, catching/receiving and passing the ball standing in place/on spot and while moving, shooting and jump shooting) and defense technique (defensive stances, basketball stance movements and combined movements, jumps, steals and beating off the ball, blocking a shot), 		

	<p>- be acquainted with the analysis of teaching exercises and progression for individual offense and defense tactics, team offense and defense tactics, team offense tactics (fast break, offense against man-to-man and zone defense) and defense (zone and man-to-man defense),</p> <p>- be acquainted with the methods, intensities, means and organizational forms in teaching and training ,</p> <p>- be acquainted with the application of specific and situational basketball evaluation tests.</p>					
<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Theoretical lecture</p> <ol style="list-style-type: none"> 1. Introductory lecture – course requirements (2L) 2. Basketball history and development worldwide and in Croatia (2L) 3. Basketball rules and application (2L) 4. Kinesiological analysis of basketball (2L) 5. Basketball topics in PE curricula (2L) 6. Analysis and teaching methods of basketball technique (3L) 7. Analysis and teaching methods of basketball tactics (2L) <p>Theoretical-practical lecture and exercises (each topic is conducted within 2TPL+2E hours)</p> <ol style="list-style-type: none"> 8. Preliminary student evaluation 9. Basic and offense basketball stance with the ball and pivoting 10. Bouncing the ball and straight line dribbling 11. Overhead shot after dribbling (basic shot), starting the dribble/picking a dribble 12. Stationary passing and catching the ball 13. Passing and catching the ball in movement, shooting after receiving the ball, starting the dribbling from movement 14. Defense stance and movements keeping the stance 15. Changing direction and speed of movement with and without the ball, overhead shot after the turn 16. Hook shot, jump shot, stationary one-hand set/chest shot, screening 17. Break, individual tactics in defense and offense 18. Team defense (man-to-man; pressing; zone defense; zone pressing; combined defense) 19. Offense at team defense (man-to-man; pressing; zone defense; zone pressing; combined defense) 20. Demonstration, explanation and practical training 					
<p>2.6.Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7.Comments:</p>			
<p>2.8.Student responsibilities</p>						
<p>2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS</p>	<p>Class attendance</p>		<p>Research</p>		<p>Practical training</p>	<p>3</p>
	<p>Experimental work</p>		<p>Report</p>		<p>(other)</p>	
	<p>Essay</p>		<p>Seminar essay</p>		<p>(other)</p>	

credits is equal to the ECTS value of the course)	Tests		Oral exam	1.5	(other)	
	Written exam	1.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Written exam 25%. Oral exam 25%. Practical training 50%.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Tocigl, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.					
	2. Matković, B. (ur). (2010). Antropološka analiza košarkaške igre. Zagreb: Kineziološki fakultet, Hrvatski košarkaški savez.					
	3. FIBA (2005). Košarka za mlade igrače. Zagreb: Udruga hrvatskih košarkaških trenera.					
2.12.Optional literature (at the time of submission of study programme proposal)	1. Krause, J, Meyer, D., Meyer, J. (2004). Košarkaške vježbe i vještine. Zagreb: Hrvatski košarkaški savez 2. Knjaz, D., Matković, B., Rupčić, T. (2009). Prilog analizi problema organizacije i provedbe tema iz košarkaške igre u nastavi Tjelesne i zdravstvene kulture u osnovnim školama Republike Hrvatske. u: Neljak, B. (ur.) Zbornik 18. ljetna škola kineziologa Republike Hrvatske Metodički organizacijski oblici rada u području edukacije, sporta, sportske rekreacije i kineziterapije. Zagreb: Hrvatski kineziološki savez, 414-418. 3. Matković, B., Knjaz, D. (2002). Osvrt na nastavni plan i program predmeta tjelesne i zdravstvene kulture u osnovnoj školi u području košarkaške igre. u: Findak, V. (ur.) Zbornik radova 11. ljetne škole kineziologa RH, Rovinj, 269- 272. 4. Matković, B., Matković, Br., Knjaz, D., Krističević, T., Blašković, M. (1999). Morfološke karakteristike košarkaša juniora. Kineziologija za 21. stoljeće. Zbornik radova. Dubrovnik, 412-415. 5. Dežman, B. (1997). Košarka v osnovnoj šoli. Ljubljana: VŠTK.					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Kamenka Živčić Marković, Ph.D.	1.6. Year of the study programme	2
1.2. Name of the course	ARTISTIC GYMNASTICS 1	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assist. Prof. Željko Hraski, PhD Tomislav Krističević, PhD <u>Part-time associates:</u> Bojan Šinkovec, Mag.Cin. Ines Čavar, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	220
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>To acquire necessary basic theoretical knowledge and practical skills of artistic gymnastics. To familiarize the students with the basic information about artistic gymnastics, its significance and its disciplines. To acquaint the students with the role of artistic gymnastics in achieving educational goals in elementary and high school PE teaching with the emphasis on:</p> <ul style="list-style-type: none"> - the development of specific motor abilities - the implementation of contents of artistic gymnastics in other educational institutions - learning basic movement structures of artistic gymnastics - learning basic elements of females' artistic gymnastics. <p>To enable the students to acquire knowledge and skills defined in the curriculum and to attain knowledge of conducting and evaluating the process of learning by applying contents of female artistic gymnastics in intramural and extramural sports activities (regular teaching, elective school sport, extended school day programmes, school sports competitions) in elementary schools and high schools.</p>		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Specific competences: The students should attain theoretical knowledge and practical skills of artistic gymnastics specified in the course curriculum as well as competences for:</p> <ul style="list-style-type: none"> - conducting PE teaching, principally in elementary and high schools - organizing PE teaching - the selection and implementation of artistic gymnastics contents, female artistic gymnastics, its training methods and teaching procedures in particularly <p>General competences: The implementation of the aforementioned knowledge and skills in wider areas of community and sports activities as well as in the personal development.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will attain command of:</p> <ul style="list-style-type: none"> - applying basic movement structures of artistic gymnastics, female artistic gymnastics as well, in PE curricula of elementary and high schools; 		

	<ul style="list-style-type: none"> - applying basic movement structures of artistic gymnastics, as well as female artistic gymnastics, in other educational institutions; - applying contents of female artistic gymnastics in accordance with the students' anthropological characteristics; - applying training methods in accordance with the contents and specificity of teaching in elementary and high schools; - designing programmes with respect to the specificities regarding differences in gender, age, developmental characteristics and set up goals and tasks of PE course; - applying grading criteria (on basic moving structures and female's artistic gymnastics techniques) with the purpose to objectively evaluating motor skills; - diagnosing and controlling (initial, transitive and final measurements) students' specific motor abilities and skills; - evaluating and possible reconstructing the set-up training methods and modes of their implementation; - applying learned motor skills of females artistic gymnastics with the purpose to preparing students for school competitions.
<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Kinesiological and anthropological analysis of artistic gymnastics. Definitions, contents, analysis of concept of gymnastics, artistic gymnastics and acrobatics. Events in artistic gymnastics (dimensions of apparatus). Specificities of performance in certain gymnastics events (2L) 2. Basic concepts and terminology in artistic gymnastics. The systematisation of gymnastic elements. Origins of systematisation in artistic gymnastics. Classification of gymnastic apparatus by height. Classification of gymnastic apparatus by axis. Gymnast – apparatus relationship. Basic types of grips. Basic groups of gymnastic elements. Basic positions on apparatus – hang and supports. Classification of gymnastic elements in structural groups (2L) 3. Process of learning gymnastic elements. The role and significance of learning process in artistic gymnastics. The organization and implementation of artistic gymnastics' contents (work conditions: facilities, apparatuses, auxiliary apparatus) (2L) 4. Basics of acrobatics: Historical development of acrobatics and trampoline jumping. The classification of acrobatic elements. The role of acrobatics in school artistic gymnastics. Preparatory exercises and pre-exercises. Teaching methods. (2L) 5. Basics of vault: historical development. The role of the vault event in school artistic gymnastics. Vault in schools. Basic theoretical knowledge on preparatory exercises, pre-exercises and teaching methods when teaching gymnastic elements of vault event. (2L) 6. Basics of exercising on uneven bars: historical development. The role of uneven bars event in school artistic gymnastics. Uneven bars elements in schools. Basic theoretical knowledge on preparatory exercises, pre-exercises and teaching methods when teaching gymnastic elements of uneven bars event. (2L) 7. Basics of exercising on a balance beam: historical development. The role of the balance beam event in school artistic gymnastics. Balance beam elements in schools. Basic theoretical knowledge on preparatory exercises, pre-exercises and teaching methods when teaching gymnastic elements of balance beam event. (2L) 8. Criteria for grading performance of gymnastic elements listed in the PE curriculum. (1L) <p>Theoretical-practical lectures and exercises (each topic is covered with 2TPL+2E)</p> <ol style="list-style-type: none"> 1. Gymnastic apparatus: preparation of apparatus for exercising. Apparatus and exercising safety assurance. Auxiliary apparatus. Introductory-preparatory part of the class: warm-up in artistic gymnastics. Pre-warm-up exercising in artistic gymnastics. Specific preparatory exercises in artistic gymnastics. Basic positions on apparatus: uneven bars – grips, supports, hangs, shifting; balance beam – foot positions, supports, sits. 2. Analysis of techniques, teaching methods, performance errors, securing and assisting procedures, and teaching: floor: half-rolls, forward roll, backward roll; uneven bar: one-legged and two-legged back hip circle on the lower bar; rings: piked inverted hang – straight-body inverted hang – piked inverted hang

3. Analysis of techniques, teaching methods, performance errors, securing and assisting procedures, and teaching: floor: shoulder stand (with the hands supporting the hips, with the hands on the floor down the body, with the hands on the floor in hand raise, shoulder-width support next to head); head stand (tucked, piked, split); rings: body swing, piked inverted hang – straight-body inverted hang – piked inverted hang – pull-up L-legs raise.
4. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: vault: basic preparatory exercises for vaulting, jump on the springboard and jump off the springboard; balance beam: basics of balance beam movements, various walking types; upspring with the sideways flank and turn by 90°; upright stand through a squat and kneeling, two-feet together turn by 90°, straight dismount.
5. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: vault: squat vault; uneven bars: push-off dismount from the front support, leg swing and swing circle up over the bar tucked and straddled; balance beam: dismount to the squat support, frontally to the beam, sideways to the beam, head of the beam, flank, straddled, L-tucked dismount; rings: swing, dismount from a swing (two-feet, straddle).
6. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: vault: straddle vault; uneven bars: one-leg kip up to the higher bar, dismount to the lower bar; balance beam: mount into straddle support; floor: hand stand.
7. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: little trampoline: from the spot – stick jump, L-tucked jump, from running – stick jump, L-tucked jump, straddle jump, L-straddle jump, L-legs-together jump, straight jump with turn by 90°, 180°, 360°, L-tucked jump with turn by 90°; balance beam: one-leg mount over the beam, straddle dismount, L-straddle dismount, L-legs-together dismount; rings: pull-up in front swing, off-swing in inverted swing.
8. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: vault: squat vault with turn by 180°; uneven bars: backward underswing dismount from the front support on the lower bar; backward underswing dismount from the seat on the lower bar with the cross grip onto the higher bar, backward underswing dismount from the seat on the lower bar with the cross grip onto the higher bar and turn by 180°, underswing twist from the seat on the lower bar with the cross grip onto the higher bar; balance beam: cartwheel on the low beam; rings: twists by 180° in the front swing.
9. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: vault: stoop; uneven bars: circle backwards from the front support; balance beam: leg back swing to lying support, to one-legged kneeling support with one leg behind, to squat support, free mount into stance – arm support, no arm support; floor: one-arm supported cartwheel – same-sided and cross-sided arm.
10. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: uneven bars: upward circle from double take-off; balance beam: cartwheel dismount with turn by 180° backwards - „rondad“; floor: cartwheel with turn by 180° backwards - „rondad“.
11. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: uneven bars: one-legged tucked flank over the beam from the front support, straddle giant circle forwards, balance beam: forward roll and backward roll (over the head and over the shoulder); floor: backward roll through the hand stand.
12. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: uneven bars: mount with the one-legged tucked flank over the bar, mount with the double-legged tucked flank over the bar; balance beam: mount with the one-legged tucked flank over the beam, mount with the double-legged tucked flank over the beam, mount to the squatted support; floor: bridge forwards and backwards (2TP+2V)
13. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: vault: squat vault with legs raise backwards; balance beam: leg swing backwards (up to lying support, up to one-legged kneeling support, squatted support), back toss off from one-legged kneeling and leg back raise and from lying support.

	14. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching: balance beam: shoulder stand; uneven bars: gliding dismount; floor: forward wakover.					
	15. The analysis of technique, teaching methods, performance errors, securing and assisting procedures, and teaching during gymnastic routine performances: compulsory routines on: uneven bars, balance beam and floor.					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures		2.7.Comments:	
	Lectures are delivered in the multimedia classroom at the Faculty of Kinesiology. Theoretical-practical lectures are delivered (adapted according to the number of students for the optimal implementation) in the artistic gymnastic gymnasium.					
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1.5	Oral exam	1.5	(other)	
	Written exam	1.0	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Tests 30% Written exam 20% Oral exam 30% Practical training 10%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Živčić, K. (2007). Akrobatska abeceda u sportskoj gimnastici. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10		Školska knjiga Dorsum d.o.o.
	2. Živčić, K., Breslauer, N. (2011). Opis nastavnih tema i kriteriji ocjenjivanja – Tjelesna i zdravstvena kultura u razrednoj nastavi. Zagreb: LIP PRINT.			10		Školska knjiga
	3. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici . <i>Odgojne znanosti</i> , 1(15): 159-180.			10		http://hrcak.srce.hr/
2.12.Optional literature (at the time of submission of study programme proposal)	1. Živčić, K., Krističević, T. (2008). Specifične pripremne vježbi u akrobatici. <i>Kondicijski trening</i> , 6 (1): 22-29. 2. Živčić Marković, K. (2010). Uloga i značaj sportske gimnastike u razrednoj nastavi. <i>Zbornik Međimurskog veleučilišta u Čakovcu</i> , 2 (1): 113-121. 3. Živčić Marković, K., Stibilj-Batinić, T., Badić, A. (2010). Osnove učenja preskoka u nastavi tjelesne i zdravstvene kulture. u: Findak, V. (ur.) <i>Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske</i> . Zagreb: Hrvatski kineziološki savez, 598-604. 4. Stibilj-Batinić, T., Živčić Marković, K., Badić, A. (2010). Primjena grede u nastavi tjelesne i zdravstvene kulture. u: Findak, V. (ur.) <i>Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske</i> . Zagreb: Hrvatski kineziološki savez, 605- 611. 5. Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, M. (2007). The Kinematic Model of the Bounce-off Phase in some Acrobatic Elements with Forward Body Rotation. <i>Facta Universitatis, Series Physical Education and Sport, University of Niš</i> , 1 (5): 9-18.					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

4th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY SUBJECTS						
Biological Kinanthropology	Prof. Marjeta Mišigoj-Duraković, M.D.,Ph.D. (T)	45		15		4.5
Wrestling	Čedomir Cvetković, M.Sc., Senior Lecturer	36		24		5
Motor Control	Prof. Goran Marković, Ph.D.	24	24	12		4.5
Football	Assist.Prof. Valentin Barišić, Ph.D.	45		30		6
Psychology of Sport and Physical Exercise	Assist.Prof. Renata Barić, Ph.D.	30		30		4.5
Artistic Gymnastics 2	Assist.Prof. Željko Hraski, Ph.D.	45		30		5

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	1.6. Year of the study programme	2
1.2. Name of the course	BIOLOGICAL KINANTHROPOLOGY	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Maroje Sorić, M.D., Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (45L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquire knowledge of somatic and functional changes that take place during growth and maturation of children, knowledge of sexual dimorphism in terms of biological specificities and characteristics relevant for successfulness in sport, and of the phenomenon of aging. Students also acquire basic knowledge of research on proportion of genetic factors in overall phenotypic variability of continuous quantitative biological traits important for successfulness in different sports, i.e. sports disciplines. Furthermore, the objective of the course is acquiring the skill of performing kinanthropometric procedures and their application in monitoring growth, body composition and body physique assessment, as the basis for understanding changes during growth and maturation of children and adolescents, and for understanding the influence of different factors on growth, maturation and development, as well as on changes related to aging, especially with regard to the level of physical activity, sport, and exercise.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: <i>Functional Anatomy</i> and <i>Physiology of Sport and Exercise</i> courses.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Performing morphological kinanthropometric measurements and using them in assessment of nutritional status and body composition; - understanding of the normal growth and development process; - assessment of differences in maturation of children and the consequential differences in abilities related to physical activity and exercise; - planning and programming of the kinesiological programmes; - evaluation of the training processes in children and youth; - evaluation of the recreational exercise programmes and fitness programmes in adults and elderly. 		

<p>2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> - measure 50 morphological kinanthropometric measures; - assess body composition using the skinfold measurement method; - assess nutritional status using different morphological measures and indexes; - understand dynamics of normal growth and development of children; - note the difference between the chronological and biological age of a child; - understand the process of aging and its influence on abilities related to physical activity and exercise; - understand sexual dimorphism; - understand the basics of genetics and heritability of different biological characteristics.
<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercises:</p> <ol style="list-style-type: none"> 1. Introduction. Anthropology – definition, principles, and research topics. (2L) 2. Morphological kinanthropometry – definition and purpose. (2L) 3. Measurement procedures in morphological kinanthropometry. (2L+2E) 4. Measurement of longitudinal body dimensions. (2E) 5. Measurement of transverse body dimensions. (2E) 6. Measurement of circular body dimensions. (2E) 7. Skinfold measurement. (2E) 8. Models of body composition. (2L+1E) 9. Methods for body composition assessment. (2L+2E) 10. Body physique – history of research and methods of assessment. (2L+2E) 11. Factors determining body physique. (2L) 12. Variability of the human somatotype: somatotype of athletes. (2L) 13. Definitions of growth, maturation, and development. (2L) 14. Methods for monitoring growth. The general growth curve. (2L) 15. Factors influencing growth and development. (2L) 16. Secular trend. (2L) 17. Biological maturation. (2L) 18. The period of puberty and adolescence. (2L) 19. Methods for determining physiological age. (2L) 20. Sexual dimorphism in morphological characteristics of the body. (2L) 21. Sexual dimorphism in physique and body composition. (2L) 22. Sexual dimorphism in cardiorespiratory abilities. (2L) 23. Definitions and theories of aging. (2L) 24. Changes in physiological characteristics during aging. (2L) 25. Chronic diseases – increase of prevalence during aging. (1L) 26. Importance of physical activity for maintaining functional abilities in older age. (2L) 27. Genetic research of biological traits related to physical activity. (2L)

2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities	Regular class attendance, active participation in class, independent problem task solving.				
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	2	Oral exam	2	(other)
	Written exam	(2)	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10%. Test (written exam) 45%. Oral exam 45%.				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Mišigoj-Duraković, M. (2008). Kinantropologija – biološki aspekti vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			20	/
2.12.Optional literature (at the time of submission of study programme proposal)	1. Malina, R., Bouchard, C., Bar-Or, O. (ur.) (2004). Physical Activity, Growth, Maturation and Physical Activity. 2nd Edition. Champaign, Illinois: Human Kinetics. 2. Heyward, V. H., Wagner, D. R. (2004). Applied Body Composition Assessment. 2nd Edition. Champaign, Illinois: Human Kinetics. 3. Wilmore, I. K., Costill, D.L. (2008). Physiology of Sport and Exercise. Champaign, Illinois: Human Kinetics Books. (Odabrana poglavlja)				
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Senior Lecturer Čedomir Cvetković, M.Sc.	1.6. Year of the study programme	2
1.2. Name of the course	WRESTLING	1.7. Credits (ECTS)	5
1.3. Associate teachers	Assist. Prof. Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (36L+24E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To attain necessary theoretical knowledge about and practical skills of the movement structures and teaching methods of Olympic wrestling styles and their application to education, physical recreation, sports and military and police forces. Especially useful is knowledge about the effects of wrestling on anthropological status of those involved in exercise as well as about the application of many wrestling-specific exercises (falls, bridge exercises, exercises in pairs), which are valuable training aids in other sports.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will attain necessary theoretical and practical knowledge about the importance and characteristics of different wrestling styles (classical style wrestling, freestyle wrestling and grappling). They will also acquire theoretical knowledge and practical skills necessary for carrying out wrestling topics within elementary school, high school and further education PE curricula. Besides understanding theoretical basics, the students will be able to demonstrate wrestling techniques, teaching exercises for learning complex wrestling techniques (which can be effectively applied in military, police and security services). The students will also be able to apply specific wrestling exercises (falls, bridge exercises, and exercises in pairs); to understand the role of wrestling and its effect on anthropological status of those who exercise; to organize school competitions and guide teams at school and collegiate wrestling competitions.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> - attain knowledge on basic characteristics of polystructural acyclic wrestling activity; - understand the influence of wrestling on anthropological status of those involved in wrestling; - acquire knowledge on specific teaching methods and exercises used in wrestling; - acquire knowledge on specific wrestling content transfer on the military, police and security services training; - be acquainted with and understand biomechanical characteristics of wrestling technique in the classical wrestling standing and ground positions; - be acquainted with and understand biomechanical characteristics of wrestling technique in the freestyle wrestling and grappling standing and ground positions; - attain specific wrestling skills (falls, bridge exercises, and exercises in pairs); - attain the organization skills necessary for simplified wrestling types. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (2 contact hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Historical development of wrestling in the world and Croatia. 		

2. Kinesiological analysis of wrestling (the systematisation and classification of wrestling technique; wrestling movement pattern analysis in standing and ground positions; theory of tactics – types of tactical preparation of techniques; wrestling tactics and competition tactics; biomechanical analysis of basic wrestling positions, basic wrestling techniques and “wrestling bridge”; kinematic, dynamic, electromyography, anatomic and energetic parameters and characteristics of wrestling).
3. Anthropological analysis of wrestling (influence of anthropological factors on wrestling performance and results; hypothetical performance specification equation in wrestling; anthropometric, motor, cardio-respiratory, cognitive, conative and microsocial characteristics required for wrestling; characteristics of top-level wrestlers; influence of wrestling on the development of anthropological features of children, students, top-level wrestlers, army and police force members, based on scientific research).
4. Wrestling rules. Exercises for teaching wrestling technique. Methods, safeguarding and assisting in technique acquisition. Means and learning methods.
5. Physical conditioning in wrestling. Application of wrestling-specific exercises (falls, bridge exercises and exercises in pairs) as the conditioning aid in other sports activities, which may be especially useful in poor working conditions.
6. Utility of wrestling programmes by the Croatian National Educational Standard (CNES). Modified wrestling styles. Training and competition organization in elemental wrestling forms.

Theoretical-practical lectures and exercises (each topic is covered by 2PTL+2E)

Classical wrestling

1. Introducing class requirements and rules of conduct to the students. Teaching forward breakfall, basic wrestling ground positions, and basic mathold (final) positions with pertaining counterattack.
2. Teaching double arm lock – forward roll and counterattack – underhook of the opposite arm; headlock – forward roll and counterattack - underhook of the close arm; lower head lock - four steps, back headlock by the forehead hold.
3. Teaching back and side falls; inside halfNelson, outside halfNelson and counterattack – turn over across the back with underhook of the close arm, arm lock and counterattack takedown by arm drag.
4. Teaching gut wrench and counterattack – turn over across the back with underhook of the close arm, reverse waistlock and counterattack – turn over across the back with underhook of the close arms, lift and suplex (the school variation).
5. Teaching basic wrestling standing positions, takedown by the arm drag and the counterattack: takedown by arm drag, duck under and takedown and counterattack – hiproll and inside arm, head and arm takedown and arm throw (the school variation).
6. Teaching arm throw and counterattack takedown by the arm drag – a takedown by the arm drag, hip headlock throw (the school variation), „Swedish shoulder throw“ and counterattack ankle trip (takedown), lift and swing with the arm and body lock..
7. Teaching hip headlock and lift and swing with the body lock, under-over and rear takedown and counterattack – „Swedish shoulder throw“, double over hook and suplex and ankle trip (takedown).

Freestyle wrestling

1. Teaching basic wrestling standing positions, basic grasp of the opponent’s legs, leg and body -- lift end swing, outside single leg throw, head and leg – shift forward, single leg – outside hook
2. Teaching arm and leg-body drop, head and leg – body drop, leg and body – inside trip, and arm throw with blocking the leg.
3. Teaching leg hook on the near arm and the counterattack crossover and counterattack – turn over across the back with the underhook of the close arms, cradle, thigh lock and hook-forward roll and counterattack one leg hook, reverse thigh lock – backwards tilt and counterattack „scissors“, crossed ankles – turn „Iranian cross“

Grappling

	<p>1. Teaching basic combat/bout positions on grappling (standing and ground positions; basic chokes and locks (elbow, shoulder and hand)) as well as respective counterattacks. Teaching classical, freestyle and grappling wrestling styles.</p> <p>2. Teaching simple wrestling styles (the special accent is on the modified wrestling style) and wrestling competitions organization.</p> <p><u>Note:</u> in the preparatory part of each class (theoretical and theoretical-practical lectures and exercises), the students will be taught a great number of wrestling specific drills, especially diverse falls, wrestling bridge (front, back, standing), and specific drills in pairs (pulling and pushing partner in different ways, different ways of carrying a partner) which are very applicable in education, other sports and with military and police force members.</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7.Comments:			
2.8.Student responsibilities	The students are obliged to participate in classes and their attendance will be registered. The top level athletes with the categorization are exempt from attendance pursuant to the Faculty Council decision. The students are also required to take notes during the theoretical-practical lectures, theoretical lectures and practical training.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 10%. Tests – 10%. Written exam – 20%. Oral exam – 20%. Practical training – 40%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.				40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.				15	
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.				15	
2.12.Optional literature (at the time of submission of study programme proposal)	1. Baić, M. (2006). Razlike između vrhunskih poljskih i hrvatskih hrvača različitih stilova, dobi i težinskih skupina u prostoru varijabli za procjenu kondicijske pripremljenosti. (Doktorska disertacija), Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					

	<ol style="list-style-type: none"> 2. Marić, J., Baić, M., Aračić, M. (2003). Kondicijska priprema hrvača. u: Milanović, D., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ <u sklopu> 12. zagrebačkog sajma sporta i nautike, Zagreb. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 339-346. 3. Kraemer, W. J., Fry, A. C., Rubin, M. R., McBride, T. T., Gordon, S. E., Koziris, L. P., Lynch, J. M., Volek, J. S., Meuffels, D. E., Newton, R. U., Fleck, S. J. (2001). Physiological and Performance Responses to Tournament Wrestling. <i>Med. Sci. Sports. Exerc.</i>, 33 (8): 1367-1378. 4. Marić, J., Cvetković, Č., Kuleš, B., Jerković, S., Lucić, J., Aračić, M. (1997). Značaj hrvačkog mosta u nastavi hrvanja studenata fizičke kulture. u: Milanović, D. (ur.) Zbornik radova 1. međunarodne znanstvene konferencije „Kineziologija – sadašnjost i budućnost“, Dubrovnik, Zagreb: Fakultet za fizičku kulturu, 122-124. 5. Međunarodna hrvačka pravila. (2010). Zagreb: Hrvatski hrvački savez. (prijevod s francuskog)
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1. Course teacher	Prof. Goran Marković, Ph.D.	1.6.Year of the study programme	2
1.2.Name of the course	MOTOR CONTROL	1.7.Credits (ECTS)	4.5
1.3.Associate teachers	Pavle Mikulić, Ph.D. Tatjana Trošt-Bobić, Mag. Cin. Assist.Prof. Nejc Šarabon, (part-time associate)	1.8.Type of instruction (number of hours L + S + E + e-learning)	60 (24L+24S+12E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	200
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2 nd level
2. COURSE DESCRIPTION			
2.1.Course objectives	To apply the basic principles of neurophysiology and mechanics with the aim of studying and understanding human movement, posture and locomotion. To present the basic concepts and motor control theories. To present the theoretical and practical basics of development and adaptation of fundamental motor skills and movement patterns in humans. To present basic knowledge and skills regarding the experimental investigations of human movement control.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	To develop in the students <ul style="list-style-type: none"> - the ability to independently reason, perform literature search and solve problems; - the ability to estimate and develop motor skills and motor performance in healthy individuals of variable age, gender and level of physical activity; - the ability to integrate findings from the areas of functional anatomy, exercise and sport physiology, biomechanics and motor control and to successfully apply these findings to practical work within the areas of applied kinesiology. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Following the completion of the course, the students will be able to: <ul style="list-style-type: none"> - understand the basic logic in the background of the organization and function of the neural system in the context of purposeful human movement control, posture and locomotion; - understand the role and significance of motor control in movement performance and locomotion within the areas of applied kinesiology; - understand the basic developmental traits of human motor control and their application to practical kinesiological setting; 		

	<ul style="list-style-type: none"> - understand the basic principles in the background of human adaptation to acute and chronic stimuli (pain, fatigue, physical exercise); - design simple experiments with the aim of solving typical research problems within the area of motor control. 				
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures, seminars and workshops:</p> <ol style="list-style-type: none"> 1. Organization of the neural system – neuron, CNS, PNS. (2L+2S) 2. Sensory systems – visual and vestibular systems. (2L+2S) 3. Sensory systems – kinaesthetic system. (2L+2S) 4. Single-joint system – muscle, motor unit, muscle mechanics. (2L+2S) 5. Multi-joint system – locomotor system, location and muscle design. (2L+2S) 6. Movement – spinal reflexes, automated responses; <i>Test.</i> (2L+2S) 7. Movement – posture, balance and locomotion. (2L+2S) 8. Movement – posture, balance and locomotion. (2W) Movement – spinal reflexes, automated responses. (2W) 9. Movement – voluntary action, ballistic movement. (2L+2S) 10. Motor control theories, open- and close-loop control systems. (2L+2S) 11. Motor skills and movement patterns. (2L+2S) 12. Movement – voluntary action, ballistic movement. (2W) Motor skills and movement patterns. (2W) 13. Motor development. (2L+2S) 14. Changes in motor control – pain, injury, fatigue, and training. (2L+2S) 15. Motor development. (2W) 16. Changes in motor control – pain, injury, fatigue, training (2W) 				
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities	Regular attendance, active participation in the teaching process, passing the tests and the written exam.				
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1.5	Oral exam		(other)
	Written exam	2	Project		(other)

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22% Tests 33% Written exam 45%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Abernethy, B. i sur. (2011). Živčana kontrola ljudskog pokreta. u: Biofizičke osnove ljudskog pokreta. Beograd: Data Status. (hrvatski prijevod s engleskog jezika u pripremi).	20 (in preparation)	No
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Judaš, M., Kostović, I. (1997). Temelji neuroznanosti. Zagreb: MD. 2. Rothwell, J. (1994). Control of Human Voluntary Movement. London: Chapman & Hall. 3. Latash, M. L. (2008). Neurophysiological Basis of Movement. Champaign, IL: Human Kinetics. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Valentin Barišić, Ph.D.	1.6.Year of the study programme	2
1.2.Name of the course	FOOTBALL	1.7.Credits (ECTS)	6
1.3.Associate teachers	Dario Bašić, Mag.Cin.	1.8.Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30V)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	180
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	The goal of the course is to prepare and qualify the students for implementing teaching units of football in PE classes in elementary and high schools and partially in higher-education institutions. The goal is to familiarize the students with the history of football, its rules, the organization of football tournaments, techniques, teaching methods and basics of football tactics.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3.Learning outcomes at the level of the programme to which the course contributes	The application of attained knowledge to PE classes delivery in the educational system at all levels; the recognition and critical deliberation about the advantages and disadvantages of applying football contents in relation to other kinesiological activities.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: understand the position of football in different sports classifications, demonstrate and verbally present basic knowledge about football techniques, teaching methods and basics of football tactics, identify effects and contributions of certain motor skills and abilities in player's performance during the entire football match or just in its segments.		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures:</p> <ol style="list-style-type: none"> 1. Evolution of football. (2L) 2. Rules of football. (2L) 3. Kinesiological analysis and anthropological requirements of football. (2L) 4. Basic football techniques. (3L) 5. Basic football technique teaching methods. (2L) 6. Football tactics of the offensive phase of the match. (2L) 7. Football tactics of the defensive phase of the match. (2L) <p>Theoretical-practical lectures and exercises (each topic is covered with 2TPL+2E)</p> <ol style="list-style-type: none"> 1. Movement techniques of player without the ball (basic movements, start and acceleration, maximal running speed). 2. Movement techniques of player without the ball (changing directions, take-offs jumps and landings, arhythmic movements). 3. Ball dribbling (straight line dribbling in basic movement tempo – different foot parts). 4. Ball dribbling (off line dribbling in variable movement tempo – different foot parts). 5. Kicks. 6. Headers. 7. Receiving the ball (with amortization and receiving the bounced-off ball). 8. Ball transition. 		

	9. Tackles. 10. Fakes and dummies. 11. Throw-ins. 12. Goalkeeper's technique (without and with the ball). 13. Uneven teams play – side games (4:4, 5:4, 5:5, 6:5, 6:6). 14. Game tactics in offensive and defensive phases – on the football field (11:11). 15. Group tournament.					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:	
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 9% Tests 16% Written exam 9% Oral exam 33% Practical training 33%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1.	Barišić, V. (2007). Kineziološka analiza taktičkih sredstava u nogometnoj igri. Zagreb: Kineziološki fakultet. Doktorska disertacija.				
	2.	Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.				
	3.	Pravila nogometne igre (1994). Zagreb: Hrvatski nogometni savez.				
2.12.Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: Grafički zavod Hrvatske. 2. Priručnik za nogometne trenere (2008). UEFA A. Zagreb: Nogometna akademija HNS. 3. Schmidt, C. E. (2009). Nogomet: napredne vježbe. Zagreb: Gopal. 4. Nogometni leksikon (2004). Zagreb: Leksikografski zavod Miroslav Krleža.					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Renata Barić, Ph.D.	1.6. Year of the study programme	2
1.2. Name of the course	PSYCHOLOGY OF SPORT AND PHYSICAL EXERCISE	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Prof. Ksenija Bosnar, Ph.D. Zrinka Greblo, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	220
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2 (10%)
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The students will be familiarized in detail with contemporary theories and constructs from the area of psychology of sport and physical exercise and with the positive and negative influence of physical exercise and sport on psychological development, psychological characteristics and quality of life. They will be acquainted with the models of behaviour transformation of those involved in physical exercise. They will learn about the influence diverse psychological processes (like concentration, decision making, emotions) have on sports performance as well as about the possible ways in which kinesiologists/trainer's can influence those processes with the aim to make sport performance optimal. They will learn about influence that the personality traits of athletes and various situational variables (trainers, sports environment, etc.) can have on motivation, anxiety, aggressiveness and group dynamics in sport. They will gain basic knowledge about specific features of sports and exercise for children and the young. They will also learn how the teacher/coach can underpin the development of self-confidence, self-respect and social skills through sport. They will learn how to recognize, analyse and differentiate needs of athletes and those who exercise, as well as issues and challenges of psychological nature the kinesiologists can meet in their profession; therefore, they will adopt efficient modes of satisfying needs and problem solving. Their knowledge will be evaluated through quizzes, tests, homework, workshops, case analyses and the written exam.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Completed <i>Elements of Psychology</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The students will:</p> <ul style="list-style-type: none"> - understand how the psychological factors may influence the selection of sports and physical exercise, i.e. the adoption of active lifestyle and its association with psychological and physical health and quality of life; - learn about the influence psychological factors have on sport performance; - recognize and understand diverse aspects of individual development through sport and physical exercise; - gain certain behaviour manners and procedures harmonized with the impact of socio-emotional variables' principles (management, leadership, group dynamics, anxiety, aggressiveness, attention, motivation, etc.) on sports performance; they will be able to apply those manners in sports surroundings, in the process of teaching/learning motor knowledge/skills and in competitions. 		

<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>The students will:</p> <ul style="list-style-type: none"> - adopt basic conceptual knowledge on contemporary theories from the areas of psychology of sport and physical exercise; they will be able to define and differentiate among their constructs and to understand the contribution of psychology to and the role of the profession of psychology in the areas of sport and physical exercise; - understand the mechanisms in the background of benefits emerging from physical exercise; they will be familiarized with findings of contemporary research studies on physical exercise and quality of life as well as with practical recommendations emerging from them; - learn basic behaviour and communication patterns with the aim to reinforce feeling of competence, hence satisfaction, self-respect, and motivation of students and trainees; - adopt the strategies of successful coaching and positive motivational climate generation in PE classes, physical recreation classes and within sports team; - differentiate among and learn how to recognize basic motivational patterns as well as psychological principles of goal setting; - understand importance of cognitive processes in sports (attention, memory) and their association with sport performance; - learn to recognize signs of elevated arousal and stage fright in sport; adopt certain behavioural techniques for the reduction of these symptoms; - familiarize themselves with the negative effects of and phenomena within sports and physical exercise as well as with harmful and unwanted patterns of social relationships, behaviour, and experiencing sport and personal role in sports environment; - develop critical thinking and improve ability of problem-situation recognizing and solving in sport and physical exercise on the basis of exercises; - develop sensibility for the recognition of diverse needs of children, athletes and those involved in physical exercising in compliance with their developmental and psychological characteristics; - raise awareness about the importance of encouragement and feeling of competence nurture at all levels as a basic precondition of intrinsic motivation and self-satisfaction as well as of satisfaction with the sport environment; some practical recommendations how to realize it in practice will be given to the students.
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercise</p> <ol style="list-style-type: none"> 1. Introduction: Psychology of sport and physical exercise; psychology in kinesiological education; the role of sport psychologist & psychological preparation in sport (2L) <ol style="list-style-type: none"> (1) Characteristics of applied psychology in sports, physical exercise and education (a debate) (2E) 2. Psychological benefits of physical exercise (2L) <ol style="list-style-type: none"> (2) SITA – needs to and drives to exercise physically (2E) 3. Exercising and self-concept, self-respect and self-efficiency (2L) <ol style="list-style-type: none"> (3) Constructive feed-back (commendation vs. criticism) – influence on self-respect, self-competence and positive self-perception (2E) 4. Physical exercise and quality of life (2L) <ol style="list-style-type: none"> (4) Training characteristics and performance with the aim to positively influence psychological health status (2E) 5. Models of behaviour change (2L) <ol style="list-style-type: none"> (5) Motivation for physical exercise in target participation groups – practical examples of behaviour change models (2E) 6. Attention in sport (2L) <ol style="list-style-type: none"> (6) Attention and arousal in sport – recognition and adaptation of individual attention style to sports characteristics; regulation of physical arousal (2E) 7. Emotions and emotional control in sport (2L)

	<p>(7) Influence emotions and moods have on sport performance (POMS) – Which emotion do I need in the competition? (emotions: cognitive-behavioural approach: association of thinking, emotions and behaviour; positive and negative influence of either pleasant or unpleasant emotions on sport performance (2E)</p> <p>8. Motivation in sports and exercise (2L)</p> <p>9. Goal orientation in sports (2E)</p> <p>(8) Task-orientation vs. goal-orientation in sport: motivation, goal setting principles (perfectionism, causal attribution (2E)</p> <p>10. Group psychology (4L)</p> <p>(9) Who is a good coach? (leadership, cohesiveness, coach-athlete relationship, motivational climate) (2E)</p> <p>11. Personality and sport (4L)</p> <p>(10) Anxiety (stage-fright) in sport (2E)</p> <p>(11) Aggressiveness in sport (2E)</p> <p>12. Cognitive abilities in sport (2L)</p> <p>(12) Assessment of cognitive load of any sport activity (2E)</p> <p>13. Sport of children and the young (2L)</p> <p>(13) Learning social skills through kinesiological activities (2E)</p> <p>(14) Dark side of sports (negative aspects of sports, hyper-competitiveness, bullying, Machiavellian approach, punishment, psychological/emotional/physical/sexual abuse) (2E)</p> <p>(15) Analyses of cases and practical examples from sports. i.e.exercising. Closing discussion and instruction evaluation. (2E)</p>																																		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> participation in scientific research	<p>2.7. Comments:</p> <p>All grading elements are components of the final grade. They are results of transparent students' work monitoring and evaluation throughout the entire year, the table records of which are regularly published on the web site of the course.</p>																																
2.8. Student responsibilities	<p>The students are expected to attend classes regularly and to be active during lectures and exercises in all types of instruction (workshops, discussions, group work, debates). Also, they are expected to learn course contents continuously and prepare themselves for classes. Their work will be systematically controlled through several quizzes and three tests. The students may participate, if they wish, in scientific research and earn additional points.</p>																																		
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	<table border="1"> <tr> <td>Class attendance</td> <td>0.5</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Tests</td> <td>1.25</td> </tr> <tr> <td>Written exam</td> <td>1.25</td> </tr> </table>	Class attendance	0.5	Experimental work		Essay		Tests	1.25	Written exam	1.25	<table border="1"> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Seminar essay</td> <td></td> </tr> <tr> <td>Oral exam</td> <td>1</td> </tr> <tr> <td>Project</td> <td></td> </tr> </table>	Research		Report		Seminar essay		Oral exam	1	Project		<table border="1"> <tr> <td>Practical training</td> <td></td> </tr> <tr> <td>Activity and participation during classes</td> <td>0.5</td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Practical training		Activity and participation during classes	0.5	(other)		(other)		(other)			
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(other)																																			
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(other)																																			
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 10%</p> <p>Tests / Quiz 30%</p> <p>Written exam 30%</p> <p>Oral exam 20%</p> <p>Activity and participation during classes 10%</p>																																		

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	<ol style="list-style-type: none"> 1. Horga, S. (2009). Psihologija sporta. Zagreb: Kineziološki fakultet. 2. Cox, R.H. (2005). Psihologija sporta. Jastrebarsko: Naklada Slap. 3. Perspektivno se planira pisanje udžbenika Psihologija sporta i tjelesnog vježbanja kao osnovnog udžbenika za ovaj predmet (autori: Barić, R. i Greblo, Z.) 	<p>20</p> <p>4</p>	
2.2. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Barić, R. (2010). Psihološki aspekti košarkaške igre – motivacija. u: Matković, B. (ur.) Antropološka analiza košarkaške igre. Zagreb: Kineziološki fakultet, 131-166. 2. Liukkonen, J. (2007) . Psychology for physical educators. New York: Human Kinetics. 3. Weinberg, R., Gould, D. (2007). Foundations of Sport and Exercise psychology, 4th Ed. New York: Human Kinetics. 		
2.3. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Željko Hraski, Ph.D.	1.6.Year of the study programme	2
1.2.Name of the course	ARTISTIC GYMNASTICS 2	1.7.Credits (ECTS)	5
1.3.Associate teachers	Prof. Kamenka Živčić Marković, Ph.D. Tomislav Krističević, Ph.D. Bojan Šinkovec, Mag.Cin.	1.8.Type of instruction (number of hours L + S + E + e-learning)	75(45L+30E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	220
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	<ul style="list-style-type: none"> - To acquire necessary theoretical knowledge and practical skills about the application of artistic gymnastic contents to different school and physical recreation programmes. - To acquire knowledge about the implementation of male artistic gymnastics contents that are provided by the physical education curricula in elementary and high school as well as about the transformation influence of the application of such contents on the motor status of students - To acquire knowledge about the grading criteria with the purpose of objective evaluation of artistic gymnastics contents knowledge in elementary and high schools - To acquire knowledge about the application of contents from artistic gymnastics in training process of other sports - To acquire knowledge about the diagnostics procedures and the analysis of acquisition level status of artistic gymnastics contents - To acquire knowledge about the basics of artistic gymnastics as a competition sport, about training process, organization and types of artistic gymnastics competitions as well as about the refereeing modalities on those competitions. 		
2.2.Course enrolment requirements and entry competences required for the course	Completed <i>Artistic Gymnastics 1</i> course (confirmed regular class attendance)		
2.3.Learning outcomes at the level of the programme to which the course contributes	At the level of the course the students will be qualified for: <ul style="list-style-type: none"> - more competent implementation of educational goals in schools, - more competent implementation of physical education curriculum 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	At the level of the course the students will be qualified for: <ul style="list-style-type: none"> - planning and implementation of artistic gymnastics contents in the physical education curriculum in elementary and high school; 		

- implementation of objective evaluation (grading) of knowledge on artistic gymnastics contents in elementary and high schools as well as on the different diagnostics procedures for testing acquisition level quality of artistic gymnastic contents;
- preparation of students for school competitions in artistic gymnastics;
- organization of school competition in artistic gymnastics;
- planning and implementation of gymnastic programmes in kindergartens and school sports societies;
- application of artistic gymnastics contents in the training process of other sports;
- application of artistic gymnastics contents in the various exercising programmes for elderly;
- application of artistic gymnastics contents in the various qualifying programmes for specific professions (military, police, air force, fire departments, special units, scene art and similar)

2.5.Course content broken down in detail by weekly class schedule (syllabus)

Theoretical lectures

1. Evolution analysis of artistic gymnastics: the evolution of apparatus. Evolution of specific all-round event techniques. Development of competition systems. Artistic gymnastics in Croatia. The most significant results of Croatian artistic gymnasts. (2L)
2. Structural analysis of artistic gymnastics elements in male artistic gymnastics: identification of typical moving structures and its specific phases (2L)
3. Biomechanical aspects of movements in artistic gymnastics: basic concepts and principles of biomechanical analysis in artistic gymnastics. Biomechanics of take-offs, biomechanics of elements with flying phases. Methodology of biomechanical studies in artistic gymnastics – use of the kinematic analysis systems, processing and interpretation of kinematic data. The examples of biomechanical investigations in artistic gymnastics. (2L)
4. Functional analysis of artistic gymnastics: characteristics of exercising in specific male events (floor, pommel horse, still rings, vault, even bars and high bar). Systematization of technique elements. (2L)
5. Methodological forming of PE curriculum – exercises, methods, loads, curriculum tools, organizational forms, methodical forms and distribution of male PE artistic gymnastics contents elements in schools (2L).
6. Anthropological analysis: the influence of anthropological factors on the learning process of artistic gymnastics programme contents. Anthropological characteristics transformations under the influence of artistic gymnastics contents application. Selection in artistic gymnastics. (2L)
7. Control of exercising effects. Diagnostics of acquisition level quality of artistic gymnastics contents. (1L)
8. The competition forms. Competition programmes. Refereeing on the artistic gymnastics competition. Modified forms of competitions and refereeing adapted for school artistic gymnastic programmes. (2L)

Theoretical-practical lectures and exercises (each topic is covered with 2TPL+2E)

Performance technique, teaching methods, performance errors, securing and assisting procedures, associations with other artistic gymnastics moving structures

1. Basic and specific preparation in male and female artistic gymnastics. Exercise specificities of specific artistic gymnastics apparatus of male gymnastic all-round programme. Specific positions on male artistic gymnastics apparatus: hang, piked hang, reverse hang, front support, back support, straddle support. Hang swing on high bar, supported swing and upper arm hang swing on the parallel bars. Supported swing on the pommel horse.

	<ol style="list-style-type: none"> 2. Flanks from the front support over the pommel horse. Swing on the rings. Vault flank. Front overswing on the high bar. 3. Hang swing on the rings. Face vault over the horse. Squated and flanked dismounts from the high bar. 4. Long fly to forward roll on the floor. Upward circle through pull-ups on the rings. Straddle giant circle forwards on the high bar. 5. Forward walkover on the floor. Upward circle from the forward swing on the rings. 6. Straddle giant circle backwards on the high bar. 7. Walkover backwards on the floor. Upward circle usklopno na preči. 8. Shoulderspring vault. Shoulder stand and forward roll on the parallel bars. Starddle upward circle on the high bar. 9. Front, back or side scales. Upward circle usklopno na karikama. Swing enhancing with pull-ups and underswings. 10. Forward walkover on the vault. Forward giant circle from the front support on the high bar. Backward underswing dismount from the high bar. 11. Forward somersault. Upward circle. 12. Straddle vault and squat vault alongside. Upward circle. 13. Backward somersault. Scissors on the pommel horse. Upward circle through underswing to the upper arm hang on the parallel bars. 14. Upward circle through the swing, underswing and inlocate backwards to dismount from the rings. Grand circle backwards from the upper arm hang swing on the parallel bars. Giant circle forwards and backwards from the back support on the high bar. 15. Free exercise routines on the floor, pommel horse, rings, vaults, parallel bars and high bar. 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7.Comments:			
Lectures are delivered in the multimedia classroom at the Faculty of Kinesiology. Theoretical-practical lectures are delivered (adapted according to the number of students for the optimal implementation) in the artistic gymnastic gymnasium.						
2.8.Student responsibilities	Regular class attendance and active participation on theoretical-practical lectures and exercises. Individual and group preparation of presentation of new skills mastered during the course.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1.5	Oral exam	2.0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 30% Oral exam 40% Practical training 10%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Hraski, Ž. (2008). Osnovni akrobatski elementi na tlu. Skripta. Zagreb: Kineziološki fakultet.		
	2. FIG (2009) Pravilnik o ocjenjivanju u muškoj sportskoj gimnastici (Code of Points). http://www.fig-gymnastics.com (skraćeno)		internet
2.12. Optional literature (at the time of submission of study programme proposal)	1. <i>Plan i program TZK u školama</i> , http://public.mzos.hr/fgs.axd?id=14181 2. Čuk, I., Bolković, T., Bučar Pajek, M., Turšič, B., Bricelj, A. (2009). <i>Teorija in metodika športne gimnastike – vaje (delovni zvezek za študente univerzitetnega študija)</i> . Ljubljana: Fakulteta za šport, Univerza v Ljubljani. 3. Hraski Ž., Krističević, T., Basić, R. (2003). Osnove treninga snage u sportskoj gimnastici. u: Milanović D., Jukić I. (ur.) Zbornik radova, Međunarodni znanstveno stručni skup „Kondicijska priprema sportaša“, 12. zagrebački sajam sporta i nautike. Zagreb, 21. – 22. veljače, 529-532. 4. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13 5. Mitchell, D., Davis, B., Lopez, R. (2002). Teaching Fundamental Gymnastic Skills. Human Kinetics.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

IIIrd YEAR OF THE STUDY

5th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY COURSES						
Kinesiological Recreation	Prof. Mirna Andrijašević, Ph.D.	45		30		6.5
Dancing	Prof. Goran Oreb, Ph.D.	45		30		6
Swimming 1	Prof. Goran Leko, Ph.D.	27		18		3.5
Skiing	Prof. Bojan Matković, Ph.D.	45		30		6
Theory of Training	Prof. Dragan Milanović, Ph.D. (T)	45	14	16		6.5
ELECTIVE COURSES						
Aerobics	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		2
Acrobatics	Prof. Željko Hraski, Ph.D.	18		12		2
Biomechanical Analysis	Assist.Prof. Mario Kasović, Ph.D.	15	15			2
Children in Sports	Assist.Prof. Renata Barić, Ph.D.	18	2	10		2
Information Technology in Kinesiology	Prof. Dražan Dizdar, Ph.D.	30				2
Karate	Prof. Hrvoje Sertić, Ph.D.	18		12		2
Public Speaking Skills	Assist.Prof. Elenmari Pletikos Olof, Ph.D.	15	15			2
Neuromuscular Biomechanical Assessment	Prof. Vladimir Medved, Ph.D.	15	15			2
Pilates	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		2
Sport in the European Countries	Prof. Dragan Milanović, Ph.D. (T)	15	15			2
Taekwondo	Prof. Franjo Prot, Ph.D. (T)	15		15		2

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	KINESIOLOGICAL RECREATION	1.7. Credits (ECTS)	6.5
1.3. Associate teachers	Assist. Prof. Drena Trkulja-Petković, Ph.D. Danijel Jurakić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	200
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COUSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to enable students to systematically set up basic criteria for application of various types of kinesiological recreation programmes in different social and economical areas and conditions. One of the aims is to enable students to organize and manage activities on different levels for different needs and goals. Students acquire knowledge of algorithms and all components and principles important for application and realization of different programmes in kinesiological recreation. In addition to the fundamental knowledge, students gain specific competences in creation and realization of transformational and other general and specific kinesiological recreation programmes.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The organization of professional work in physical recreation in different conditions and for different needs, with the purpose and aim of education, and health promotion and protection. Team work with experts from other areas.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - integrate the fundamental theoretical knowledge from kinesiology, and apply it in practice; - apply methods of management concept of offer based on needs (tourism, leisure time); - analyze and recognize criteria for implementation of programmes in practice; - follow dynamics of changes in this professional sector and adapt to the requests of the market; - work in team in the process of creation of plans and programmes; - present different projects related to kinesiological recreation; - apply modern technology in practice. 		

2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. General terminology and classification of different areas of kinesiological recreation, interdisciplinarity and positioning of kinesiological recreation with regard to kinesiology and other scientific areas. (2L) 2. Definitions and classification of recreation, physical recreation, kinesiological recreation. (2L) 3. Principles of kinesiological recreation. (2L+2E) 4. Aims and functions of kinesiological recreation. (2L+2E) 5. Programmes and contents of kinesiological recreation and their classification according to type and purpose. (2L+1E) 6. Kinesiological recreation's function in improvement of work and professional abilities. (2L+1E) 7. Characteristics of professional work, fatigue, rest and recovery (models of physical exercise for employees needs). (2L+2E) 8. Systematisation of kinesiological recreation in leisure time, according to the participants structure, place, time, conditions of realization, and goals. (2L+2E) 9. Planning and programming according to different goals in kinesiological recreation. (2L+2E) 10. Changes of anthropological characteristics during the process of aging and adaptation of adequate kinesiological treatments. (2L+1E) 11. Preventive programmes in physical recreation. (2L+2E) 12. Physical recreation in tourism (the current situation in Croatia and all over the world, the role and function of physical recreation, models of implementation). (2L+1E) 13. Health & preventive programmes of physical recreation in tourism (programmed active rests). (2L+1E) 14. Modern–current selective programmes in tourism (health treatments, climatic, wellness, spa, team building, outdoors, etc.). (2L+1E) 15. Social-economic conditions influencing kinesiological recreation; management and governing structures and possibilities for development of kinesiological recreation in Croatia. (2L+1E) 16. Negative effects of modern lifestyle (morbogenic factors). (2L+1E) 17. Hypokinesia (definition, evolutional overview, analysis of the current situation, possible solutions of the problems). (2L+2E) 18. Stress (definition of the term, the most frequent stressors, stress and physical activity, prevention, stress management). (2L+1E) 19. Overweight (causes, consequences, importance, and potential role of physical activity/physical recreation in prevention, mitigation and/or elimination of associated disturbances). (2L+2E) 20. Transitive forms of activities in physical recreation (definition, structure, characteristics). (2L+1E) 21. The role and significance of physical recreation programmes in natural environments. (2L+2E) 22. Complementary programmes in physical recreation. (3L+2E) 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:	
2.8.Student responsibilities	Regular class attendance, active participation in classes.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests	1.5	Oral exam	2.5	(other)	
	Written exam	1.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 8% Tests 23% Written exam 23% Seminar essay 8% Oral exam 38%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	2. Bartoluci, M. i sur. (2004). Menadžment u sportu i turizmu. Zagreb: Kineziološki fakultet, Ekonomski fakultet.	10	
	1. Andrijašević, M. (2000). Rekreacijom do zdravlja i ljepote. Zagreb: Fakultet za fizičku kulturu. 2. Andrijašević, M., Jurakić, D (ur) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet. 3. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet. 4. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 5. Andrijašević, M., Bartoluci, M., Cetinski, V., Čepelak, R., Fox, J., Ivanišević, G., Jadrešić, V., Keros, P., Peršić, M., Ravkin, R. (1999). Animacija u hotelijersko-turističkoj ponudi. Opatija: Hrvatska udruga hotelijera i restoratera, Vološćansko grafičko poduzeće.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	DANCING	1.7. Credits (ECTS)	6
1.3. Associate teachers	Jadranka Vlašić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	All the students enrolled on the current academic year.
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To familiarize the students with existing forms of dancing, its development and application values for the fields of education, physical recreation, kinesitherapy and sport. To teach the students theoretical knowledge on and motor skills of related to social modern dancing and folklore dancing elements and choreographies.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge about historical development of dance and its forms; the classification of folklore dances according to the ethnochoreological determinants and training methods; teaching and training several folklore dances including movement pattern and biomechanical analysis. Classification of social modern dances; teaching, training and learning methods of several social modern dances including pertaining movement pattern and biomechanical analysis. Knowledge and skills required for the application of dancing programmes in the field of physical recreation, kinesitherapy and sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: <ul style="list-style-type: none"> - Understand the role of dance structures in education, physical recreation, kinesitherapy and sports; - Apply theoretical knowledge and motor skills in teaching different dances; - Design their own dancing programme consisting of chosen dances according to the needs of people they teach; - Analyze and detect incorrect performance of certain dances. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (L), theoretical-practical lectures (TPL) and exercises (E) 1. Interaction between dance and the means of music expression (rhythm, tempo, sound, dynamics) (1L) 2. Historical development of dance and its forms (2L) 3. Application value of dance – education, physical recreation, kinesitherapy, top-level sport (2L) 4. Systematization of dance structures (folklore, social modern and sports structure) (2L) 5. Ethnochoreological determinants of dance expressions (4L) 6. Structural and biomechanical analysis of basic movement structures in dance (2L) 7. Relevance of motor, morphological, functional and cognitive dimensions in the process of training and realisation of dance structures (2L) 8. Interaction between dance and the means of music expression (rhythm, tempo, sound, dynamics) (2TPL+2E) 9. Pannonian dance region – the determinants and dance characteristics: dances: Oj Ivane, Kalendari and Haj'd na livo (2TPL+2E)		

	10. Pannonian dance region – dances: Slavonsko kolo, Čire, Presjekača, Šokačko kolo (2TPL+2E) 11. Pannonian dance region – dances: Jabučice, Dučec, Staro sito (2TPL+2E) 12. Pannonian dance region – dances: Bunjevačko momačko kolo, Ranče and Sitne bole (2TPL+2E) 13. Dinaric dance region – the determinants and dance characteristics: dances: Ličko and Vrljičko kolo (2TPL+2E) 14. Alpine dance region – the determinants and dance characteristics: dances: Jelica kolce vodila, Grizlica, Šrotež and Lepe naše senokoše (2TPL+2E) 15. Alpine dance region – the determinants and dance characteristics; dances: Došla sam vam japa dimo, Igrajte nam japa, Žena išla na gosti and Prigorski drmeš (2TPL+2E) 16. Adriatic dance region – the determinants and dance characteristics: dances: Ciciljona, Pritilica and Sotiš (2TPL+2E) 17. Adriatic dance region – the determinants and dance characteristics: dances: Korčulanska manfrina, Poskočica and Potkolo (2TPL+2E) 18. Social modern dances classification, characteristics of standard dances: English and Vienna waltz (2TPL+2E) 19. Characteristics of Latin-American dances: Rumba and Samba (2TPL+2E) 20. Dances: Slow fox, Foxtrot, Disco fox (2TPL+2E) 21. Dances: Cha-cha-cha and Tango (2TPL+2E) 22. Dances: Blues and Jive (2TPL+2E)					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:	
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17% Tests 17% Oral exam 33% Practical training 33%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Ivančan, I. (1971). Folklor i scena. Zagreb: Prosvjetni sabor Hrvatske.	5	

	2. Moore, A. (2010). Standardni plesovi. Zagreb: Znanje.	0	
	3. Wainright, L. (2007). Zaplešimo. Zagreb: Kigen.	3	
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Cerny-Minton, S. (1989). Choreography. Champaign: Human Kinetics Publisher. 2. Ivančan, I. (1973). Narodni plesovi Dalmacije. Zagreb: Institut za narodnu umjetnost. 3. Ivančan, I. (1964). Narodni plesovi Hrvatske I. Zagreb: Savez muzičkih društava Hrvatske. 4. Ivančan, I. (1963). Narodni plesovi Hrvatske II. Zagreb: Savez muzičkih društava Hrvatske. 6. Oreb, G. (1992). Relativna efikasnost utjecaja plesa na motoričke sposobnosti studentica. (Doktorska disertacija). Zagreb: Fakultet za fizičku kulturu. 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	SWIMMING 1	1.7. Credits (ECTS)	3.5
1.3. Associate teachers	Prof. Nada Grčić Zubčević, Ph.D. Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	40 (27L+18E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	180
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The students should acquire important theoretical knowledge on and practical skills of all swimming techniques with the respective starts and turns; and their application in education, physical recreation and sports. The aim of the theoretical part of the course is to acquaint students with the movement structure analysis of each swimming technique, the rules of each swimming technique and its history.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will attain necessary theoretical knowledge on and practical skills of each swimming techniques. The acquired skills and abilities will be a solid base for other teaching courses such as water polo, synchronized swimming and scuba diving. Such outcomes will provide the students with diverse contents for the implementation of elementary school, high school and further education PE curricula, as well as with sports clubs and associations training programmes.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: <ul style="list-style-type: none"> - Analyse and learn adequate front crawl swimming technique with the corresponding start and turn; - Analyse and learn adequate backstroke swimming technique with the corresponding start and turn; - Analyse and learn adequate breaststroke swimming technique with the corresponding start and turn; - Analyse and learn adequate butterfly swimming technique with the corresponding start and turn; - Analyse and learn adequate medley swimming technique (individual and medley); - Transform abilities in the water medium (speed and endurance). 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Front crawl technique: history, rules, kinesiological and video analyses (2L) 2. Backstroke technique: history, rules, kinesiological and video analyses (2L) 3. Breaststroke technique: history, rules, kinesiological and video analyses (2L) 4. Butterfly technique: history, rules, kinesiological and video analyses (2L) 5. Medley technique: history, rules, kinesiological and video analyse (1L) <p>Theoretical-practical lectures and exercises (each topic is covered by 1TPL+1E)</p> <ol style="list-style-type: none"> 1. Front crawl legs – demonstration, analysis and teaching. 2. Front crawl arms – demonstration, analysis and teaching. 		

	<ol style="list-style-type: none"> 3. Front crawl coordination – demonstration, analysis and teaching. 4. Front crawl start and turn – demonstration, analysis and teaching. 5. Backstroke legs – demonstration, analysis and teaching. 6. Backstroke arms – demonstration, analysis and teaching. 7. Backstroke coordination – demonstration, analysis and teaching. 8. Backstroke start and turn – demonstration, analysis and teaching. 9. Breaststroke legs – demonstration, analysis and teaching. 10. Breaststroke arms – demonstration, analysis and teaching. 11. Breaststroke coordination – demonstration, analysis and teaching. 12. Breaststroke start and turn – demonstration, analysis and teaching. 13. Butterfly legs – demonstration, analysis and teaching. 14. Butterfly arms – demonstration, analysis and teaching. 15. Butterfly coordination – demonstration, analysis and teaching. 16. Butterfly start and turns – demonstration, analysis and teaching. 17. Medley swimming – demonstration, analysis and teaching. 18. Medley – start, turns and relays. 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Students are obliged to attend lectures.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	1.5
	Experimental work		Report		Motor abilities – swimming speed	0.25
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	1.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 7% Written exam 43% Practical training 43% Other: Motor abilities – swimming speed 7%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		

	2. Leko, G. (2008). Slobodni način plivanja: Sveučilišni priručnik. Zagreb: Promo FIT.		
	3. FINA pravila. Hrvatski plivački savez – dokumenti		www.hps.hr
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Leko,G., Zoretić, D. (2009). Utjecaj nastave plivanja po bolonjskom sustavu na razvoj brzine plivanja na 50 m kraul tehnikom. Poreč: 18. ljetna škola kineziologa. 2. Kondicijska priprema sportaša, Zbornik radova, (2003), Zagreb: Kineziološki fakultet. 3. Maglischo, E.W. (2003) Swimming Fastest. California: Human Kinetics. 4. Volčanšek, B. (1985). Plivačke tehnike. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 5. Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	SKIING	1.7. Credits (ECTS)	6
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	200 students
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will acquire basic theoretical, theoretical-practical and practical information about skiing as a kinesiological activity. There are two main objectives: (1) a student must learn the elements of skiing techniques so he/she can adequately demonstrate them, and (2) a student must acquire the command of specific teaching methods so that he/she will be able to teach others the basics of skiing techniques.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will master the basic elements of alpine skiing techniques and they will also gain command of specific teaching methods. Upon completion of the course, students will be empowered to teach others the basic elements of skiing techniques and they will also be prepared to organize and implements winter ski camps for elementary school, high school and college-age children and youth.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> • teach students (elementary school, high school and college level) the basics of alpine skiing; • recognize and differentiate between various skiing technique elements; • apply the teaching methods in alpine skiing; • analyze and recognize the criteria for evaluation of the level of performance of alpine skiing technique; • devise the basics of winter ski camp daily routines for students on all levels of education; • organize wither ski camps for students on all levels of education • animate students for skiing as a way of exercise, school sport, competing activity 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Historical development of skiing. (2L) 2. Skiing equipment. (2L) 3. Skiing techniques (plowing, parallel, carving, stem). (2L) 4. Basic skiing motions and turn analysis. (2L) 5. Teaching methods in alpine skiing. (2L) 		

6. Skiing as a competitive sport - alpine and nordic skiing (organization and rules of competition). (2L)
7. Dangers in the mountains. (2L)
8. Skiing in winter camps. (2L)
9. Skiing as a school sport. (1L)

Theoretical-practical lectures (each subject, besides no.1 and 2, takes 2 hours to complete)

1. Kinesiological analysis of the skating step (3)
2. Kinesiological analysis of the downhill (3)
3. Kinesiological analysis of the snowplow
4. Kinesiological analysis of the diagonal downhill
5. Kinesiological analysis of the uphill turn
6. Kinesiological analysis of the snowplow turn
7. Kinesiological analysis of the snowplow arch
8. Kinesiological analysis of the basic turn
9. Kinesiological analysis of the parallel turn
10. Kinesiological analysis of the basic turns
11. Kinesiological analysis of the quick turns
12. Kinesiological analysis of the jump
13. Kinesiological analysis of stem technique
14. Kinesiological analysis of carving technique

Exercises

1. Teaching methods and exercises for practicing the skating step (2L)
2. Teaching methods and exercises for practicing the downhill (2L)
3. Teaching methods and exercises for practicing the snowplow (2L)
4. Teaching methods and exercises for practicing the diagonal downhill (2L)
5. Teaching methods and exercises for practicing the uphill turn (2L)
6. Teaching methods and exercises for practicing the snowplow turn (2L)
7. Teaching methods and exercises for practicing the snowplow arch (2L)
8. Teaching methods and exercises for practicing the basic turn (2L)
9. Teaching methods and exercises for practicing the parallel turn (2L)
10. Teaching methods and exercises for practicing the basic turns (2L)
11. Teaching methods and exercises for practicing the quick turns (2L)
12. Teaching methods and exercises for practicing the jump (2L)
13. Teaching methods and exercises for practicing stem technique (2L)
14. Teaching methods and exercises for practicing carving technique (4L)

2.6.Format of instruction:

lectures

independent assignments

2.7.Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Attending all forms of classes.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests	2	Oral exam	1 (other)
	Written exam	1	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance = 33.3% Written exam = 16.7% Test = 33.3% Oral exam = 16.7%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1.	Matković B, Ferenčak S, Žvan M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
	2.	Cvetnić, R. (2004). 110 godina skijanja u Zagrebu i Hrvatskoj, od prve skijaške udruge do danas. Zagreb: Pop & pop i Zagrebački skijaški savez.		
	3.	Jajčević, Z. (1994). 100 godina skijanja u Zagrebu 1894 – 1994. Zagreb: Zagrebački skijaški savez.		
2.14. Optional literature (at the time of submission of study programme proposal)	1. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 2. Cigrovski, V., Matković, B., Prlenda, N. (2009). Povezanost ravnoteže s procesom usvajanja skijaških znanja. Hrvatski športskomedicinski vjesnik, 24 (1): 25-29. 3. Cigrovski, V., Matković, B., Malec, L. (2009). Skijaško trčanje kao jedan od sadržaja sporta i rekreacije u zimsko vrijeme. u: Zbornik radova Upravljanje slobodnim vremenom sadržajima sporta i rekreacije, Zagreb, 22. 02. 2009., 267-271. 4. Cigrovski, V., Matković, B., Ivanec, D. (2008). Uloga psiholoških čimbenika u procesu stjecanja skijaških znanja. Hrvatski športskomedicinski vjesnik, 23 (1): 45-50. 5. Cigrovski, V., Matković, B. (2008). Značaj primjene pluzne skijaške tehnike u procesu učenja skijaških početnika. u: Zbornik radova 17. ljetna škola kineziologa Hrvatske, Poreč, 24. – 28. 06. 2008., 487-491.			
2.15. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D. (T)	1.6. Year of the study programme	3
1.2. Name of the course	THEORY OF TRAINING	1.7. Credits (ECTS)	6.5
1.3. Associate teachers	Prof. Igor Jukić , Ph.D. Sanja Šalaj , Ph.D.,	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+14S+16E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	190 (2x95)
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to enable the students to attain knowledge about the organization and operation of sports system. Acquiring theoretical and training knowledge required for planning, programming and fitness diagnostics in sports at different competition quality levels during all phases of long-term athletic development.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Training theory provides the students with knowledge about: theoretical and methodological principles of selection in sports, sports diagnostics, and planning and programming in sports. The students will learn to :</p> <ul style="list-style-type: none"> - Identify and analyze characteristics of different sports activities, sports preparedness/fitness and sport shape components, principles of selection in sport, factors of successful sports career in all types of sports; - Explain and critically evaluate training methods for the development and maintenance of physical fitness and learning as well as for teaching technical and tactical skills aimed at safe gradual athlete's progression; - Apply acquired knowledge in sports training programmes design according to the diagnosed athlete's sports fitness levels and within available time period and training conditions. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>In the formation of Training Theory learning outcomes, relying on the clearly determined tasks of this course, the students will be able to define and analyze:</p> <ul style="list-style-type: none"> - Different sports systems, their strong and weak sides and resources necessary for maintaining sports system development on the local, regional and global level; - Sports activity characteristics that appear as a result of structural, biomechanical, functional/energetic and other types of analyses, convenient for generating knowledge about different sports disciplines and hierarchical factor structure relevant to performance of each discipline; - Internal features of athletes: abilities, skills and characteristics, i.e. basic anthropological features and specific dimensions which allow them quality training and high sports performance; - Diagnostic procedures aimed at defining sports fitness levels at the beginning (initial level), during (transitive levels) and at the end (final level) of each training process; - Sports selection procedures (orientation to sport and sports discipline) of potential candidates for top-level performance; - Sports shape as the condition of athletes that allows him/her the achievement of top-level results at the main competitions; 		

- Sports preparation process consisting of sports training as a transformational process, competition systems and recovery methods;
 - Biological principles of training and training methodology principles presenting the foundation for the planning and programming of the process of training, competition and recovery;
 - Teaching methods for technical and tactical (TE-TA) skills acquisition and training methods aimed at the progression of athletes' physical fitness development and improvement of TE-TA skills;
 - Sports preparation planning and programming for individual athletes and sports teams in different sports disciplines and in different phases of long-term and annual periodization;
- Within this course, the students, i.e. prospective teachers and coaches, will acquire fundamental knowledge for successful work in school sport, top-level sport, as well as in sports for the disabled.

2.5.Course content broken down in detail by weekly class schedule (syllabus)

- Theoretical lectures** (each topic is covered by 2 classes except the topic number 23 which is covered by one class):
1. Training theory: basic fields of the course. Sport: features of sport. Why is sport entitled to special social status?
 2. Sports in European countries: features of sport in the European Union countries. The most relevant factors that influence the development and status of sport. Science, theory and practice of sport and sports training.
 3. Scientific, theoretical and practical field of functioning in sport. Sports training definitions. The essence and main tasks of sports training.
 4. Sports training – short period of development. Analysis of sports activities: structural, biomechanical, anatomical and functional/energetic analysis. Criteria for the classification of sports activities.
 5. Athletes' abilities, characteristics and skills. Athletes' situational performance. Competition results.
 6. Athletes' physical condition. Technical and tactical preparedness of athletes. Levels of technical and tactical preparedness. Parameters of situational performance in certain sports disciplines.
 7. Factorial structure of performance in sport. Equation of performance specification in sport. Diagnostics in sport. Phases of diagnostic procedures. Models of top-level athletes' characteristics.
 8. Selection in sport: system of orientation to sport and sports discipline choice. Selection process. Sport and sports training of children and youth: sports schools. Fundamental rules of the children and young athletes training. Factors affecting successful sports career.
 9. Sports preparedness/fitness and sports shape: the dynamic determinants of sports shape. Sports training as transformational process: shapes of sports preparedness curves. Types of transformational processes.
 10. Sports competitions: classification of competitions. Planning and conducting competitions. Athletes' recovery: supplemental factors. Classification of recovery methods. Illicit pharmacological drugs: doping.
 11. Biological principles of sports training: adaptation in sports. Training process continuity. Progression of load in training and competition. Undulation of load in training and competition.
 12. Training methodology principles: goal orientation of sports training. Interrelation of sports preparation programmes. Periodicity of sports training.
 13. Sports training methodology: definition, structure and determinants of training methodology. Contents (means) of sports preparation: classification and characteristics of training contents/exercises. Application of training exercises.
 14. Training and competition load. Total loads and its components. Load prescription. Training methods in sport. Training methods classification and description.
 15. Organization forms of training. Methodological aspects of facilities, equipment and training aids utilization.
 16. Fundamentals of physical conditioning methodology: definition, structure and characteristics of physical conditioning in sports. Effects of physical conditioning on athlete's organism. Types of physical conditioning. Cardio-respiratory fitness training methodology; motor abilities training methodology.

17. Teaching methodology of technical and tactical skills: fundamentals of teaching technical and tactical skills. Classification and description of teaching methods. Stages of motor learning. Specificity of teaching a child-athlete.
 18. Programming teaching of technical and tactical skills: programmes of technical and tactical skills teaching. The cybernetic model of programmed teaching/learning in sports. Programming perennial and annual teaching process.
 19. Planning and programming of training: periodization. Types of planning and programming. Planning and programming methods. Long-term planning and programming. Perennial training cycle: periodization of long-term sports preparation. Mid-term planning and programming (Olympic cycle).
 20. Short-term planning and programming (annual and semi-annual cycle): short-term planning and programming algorithm. Plan and elements of the annual training programme. Current planning and programming (mesocycles: periods and phases): preparatory period/pre-season. Competition period/in-season. Transitional period/off-season.
 21. Operative planning and programming (microcycle): classification of microcycles. Designing training in microcycles. Operative planning and programming (a training day and a training session).
 22. Designing sports preparation process: fundamentals of sports training for elementary school children; fundamentals of sports training for high school youth.
 23. Introduction to sports research methodology: research in the field of sport and sports training. Application of scientific research results in sports.
- Seminars** (each topic is covered by 2 classes)
1. Sports activity and social environment and their influence on a child-athlete.
 2. Supplemental contents of sports preparation: training specificity in different geographic and climate environment.
 3. Sports performance analysis; identification, registration of standard and derived indicators of situational performance.
 4. Physical conditioning training methods: motor and cardio-respiratory abilities training, improvement of morphological characteristics. Training.
 5. Technical and tactical preparation training methods: learning and teaching in sports.
 6. Designing sports preparation in perennial cycle: phases and sub-phases of the long-term preparation. Universal/versatile sports school, elementary sports school, specialized sports school, final sports specialization.
 7. Designing sports preparation in an annual cycle: different types of annual cycle training periodization, specificity of designing plans and programmes for periods, phases and microcycles.
- Exercises** (each topic is covered by 2 classes)
1. Sport in modern society. Quantitative analysis of the status of sports in the world.
 2. Measurement, assessment and evaluation of athletes' abilities, characteristics and skills.
 3. Factorial analysis of sports performance. Designing hypothetical equation of performance specification.
 4. Designing operators (choosing contents and dosing loads) in physical conditioning
 5. Programming instruction of technical and tactical tasks. Identification and correction of motor errors.
 6. Designing training plan and programme in perennial training cycle for school and club system sport.
 7. Designing training plan and programme in an annual cycle: periods and phases.
 8. Designing training plan and programme in microcycle and training session.

2.6.Format of instruction:

lectures

independent assignments

2.7.Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	3	(other)	
	Written exam	1.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 8% Written exam 23% Seminar essay 15% Oral exam 46% Practical training 8%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.					
	2. Milanović, D. (2007). Teorija treninga: priručnik za praćenje nastave i pripremanje ispita. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D., Jukić, I., Čustonja, Z., Šimek, S. (2004). Razvojni pravci hrvatskog sporta. u: Bartoluci, M. (ur.). Sport u turizmu. Zbornik radova međunarodnog znanstvenog skupa „Menedžment u sportu i turizmu“, Zagrebački velesajam, 20. i 21. veljače, Kineziološki fakultet Sveučilišta u Zagrebu, 1-10. 2. Milanović, D., Čustonja, Z., Neljak, B., Harasin, D., Halamek, Z., Čustonja, H., Škegro, D. (2009). Strategija razvoja školskog sporta u Republici Hrvatskoj 2009. – 2014. Ministarstvo znanosti, obrazovanja i športa, Hrvatski školski športski savez. 3. Milanović, D., Jukić, I. (ur.) (2003). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez. 4. Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. Zbornik radova 19. ljetne škole kineziologa, 36-48. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa (u tisku).					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	AEROBICS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Jadranka Vlašić, Ph.D. <u>Part-time Associates:</u> Martina Jeričević, Ph.D. Vanesa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining necessary theoretical knowledge on and practical skills from the field of aerobics, especially for its application in educational process (PE) and in physical recreation, kinesytherapy and sports.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course provides the students with basic aerobics routine skills which should facilitate work and completion of the courses of the elective module – Fitness.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will adopt knowledge of: - classical and step-aerobics routine steps technique; - the application of aerobics routines in education, - the application of aerobics routines in sport, - the application of aerobics routines in physical recreation, - the application of aerobics routines in kinesytherapy.,		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. History of aerobics (1TL) 2. Kinesiological analysis of aerobics routine (2TL) 3. Music and choreography in aerobics routine (2TL) 4. Sports aerobics rules (1TL) Theoretical-practical lectures and exercises (each topic is covered by 2TPL and 2E) 1. Basics steps of HI-LO impact aerobics routine and LO impact aerobics routine		

	2. Music and choreography in aerobics routine 3. Basics steps of step-aerobics routine 4. Types of aerobics programmes 5. Strength and flexibility exercises in aerobics routines 6. Application of aids in aerobics routines					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> practical lectures (other)	2.7.Comments:			
2.8.Student responsibilities	Class attendance is compulsory and a record of attendance is kept. Students who are categorized as top-level athletes have the right to be absent from the classes to the extent regulated by the decision of the Faculty Council. This does not absolve them of all the other responsibilities and course requirements. In case of absence due to illness, a doctor's certificate justifying the absence is needed. In exceptional cases, absence from seminars and exercises can be compensated by attending the class with another student group – with prior notification to the teachers.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 25% Oral exam 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Alter, M. J. (1990). Science of stretching. Champaign, Illinois: Human Kinetics Books.					
	2. Furjan-Mandić, G. (2009.) Vježbe snage u aerobici. CD priručnik. Zagreb: Medaktor. ISBN 978-953-55801-0-2					
	3. Zbornik radova, 6. zagrebački sajam sporta – „Suvremena aerobika“ (1997). Metikoš, D., Prot, F., Furjan-Mandić, G., Kristić, K. (ur.) Zagreb: Fakultet za fizičku kulturu.					
2.12.Optional literature (at the time of submission of study programme proposal)	Bergoč, Š., Zagorc, M. (2000). Metode poučavanja v aerobiki. Ljubljana: Fakulteta za šport.					

2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.
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1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Željko Hraski, Ph.D.	1.6.Year of the study programme	3
1.2.Name of the course	ACROBATICS	1.7.Credits (ECTS)	2
1.3.Associate teachers	Tomislav Krističević, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	40
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1.Course objectives	To attain required theoretical knowledge on and practical skills of different types of acrobatic skills as well as their application in different school, physical recreation and competition activities. The students will also be qualified for the implementation of acrobatic contents in physical conditioning of athletes as well as in different training programmes for conditioning in physically demanding jobs.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will become qualified for: - the implementation of physical education curriculum on a higher quality level; - the application of acrobatic skills in different school, physical recreation and competition activities.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will become qualified for: - conducting PE curriculum in schools; - implementing contents of acrobatics in training processes of other sports; - implementing contents of acrobatics in different training programmes designed for professionals employed in different physically demanding jobs (military, police, air forces, fire fighting departments, special units and other services); - implementing contents of acrobatics in different training programmes for people with special needs; - implementing contents of acrobatics in different set-designing activities (theatre, movie, circus).		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each topic is covered within 2 contact hours): 1. History of acrobatics, evolution of acrobatic techniques in different sports; acrobatics as a sport. Structural analysis of acrobatic elements in different sports, characteristics of typical movement structures and their stages. Biomechanical aspects of acrobatic movements' structures: biomechanics of take-offs, biomechanics of the flying phases of elements. 2. Functional analysis of acrobatic elements from different acrobatic events (sports acrobatics, trampoline jumping, break-dance, parkour, free running, tricking, capoeira, acrobatic rock and roll, acrobatic rolling, set-		

	<p>designing acrobatics (Cirque de Soleil), acrobatic skiing, snowboarding, skateboarding, diving, cliff diving, kite-surfing, wakeboarding, sports parachuting, motor riding acrobatics, martial arts, Sepak Takraw, cheerleading, horseback acrobatics, ballet, stunts, circus, acrobatic in other sports (wrestling, handball, rhythmic gymnastics...). Systematisation of techniques.</p> <p>3. Methodology of training process – exercises, methods, loads, equipment, organizational forms, teaching method forms and exercise distribution. Anthropological analysis: the influence of anthropological factors on learning acrobatic elements. Transformations of anthropological characteristics as a result of practicing acrobatic exercises. Training effects control. Assessment of the acquired performance level of acrobatic elements. Set-designing acrobatics and its specificities. Implementation of acrobatic contents in different promotional performances.</p> <p>Theoretical-practical lectures and exercises (each topic is covered within 2TPL+2E contact hours)</p> <ol style="list-style-type: none"> 1. Artistic acrobatics. Typical acrobatic series performed with backward take-offs (round-off, back walkover, summersaults) and forward take-offs (front walkover, summersaults). Acrobatic track – applying specificities for different sports. 2. Trampoline jumping. Types of trampolines. Trampoline jumping as an Olympic sport. Trampolines in the function of methodological procedures for learning acrobatic elements. Basic jumps without transversal rotations, jumps with forward and backward rotations (tucked, pike, stretched), summersaults with twists (180°/360°). 3. Parkour; evolution. David Belle and his influence. Basic movement structures (mounts and vaults, balance elements, scraping, kips, landings). Free running, Tracing & Tricking. Obstacle courses. Parkour in Croatia. 4. Acrobatic rock and roll. Evolution of acrobatic rock and roll. Competition programme. Basic dancing steps. Basic acrobatic elements, rotations, holds and throws: acrobatic rock and roll in Croatia. 5. Break-dance. Evolution of break-dance. Basic moving structures and positions: top-rock (Indian step, crazy rock, Brooklyn rock), power-moves (windmill, flare, airflare, munchmill, elbowtrack, headspin, halo), footwork (sixstep, three step, running shuffle, coin drop, coffee grinder), freeze (baby freeze, turtle, air freeze, airchair, sidechair). International Breakdance Event. Croatian break-dance scene. 6. Capoeira. Evolution of capoeira. Philosophy of capoeira. Music. Basic styles (Angola, regional, contemporanea). Basic moving structures, acrobatic defence moves and strikes. 		
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	<p>2.7.Comments:</p> <p>Lectures are held in the Faculty of Kinesiology's multimedia classroom. TPL's and E's are held in the Faculty of Kinesiology's gymnastic hall which is adequately equipped for the classes of acrobatic contents (acrobatic track, trampolines).</p>
2.8.Student responsibilities	Regular class attendance and active participation in TPL's and E's. Individual and group presentation of new skills learned in the classes.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 25% Practical training 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Hraski, Ž. (2008). Osnovni akrobatski elementi na tlu. Skripta. Zagreb: Kineziološki fakultet.			Unlimited		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Lemanski, P. (1998). Performance Acrobatics. Piccadilly Books. 2. Ward, P. (1996). Teaching Tumbling. Human Kinetics. 3. Hraski, Ž. (2002). Correlation between selected kinematic parameters and angular momentum in backward somersaults. XXth International Symposium on Biomechanics in sport, Caceres, Spain, 167-170. 4. Hraski, Ž. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13. 5. Wiley, J. (1991). Individual Tumbling, Balancing, and Acrobatics. Solipaz Pub Co. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mladen Mejovšek, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	BIOMECHANICAL ANALYSIS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Mario Kasović, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	80 – 100 students
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COURSE DESCRIPTION			
2.1. Course objectives	To empower the students to work within the area of biomechanical analysis which specifically pertains to acquiring knowledge regarding the modern-day techniques and technologies used to collect data, process data and interpret the results. Also, students will be able to apply this knowledge in devising the training routines of elite athletes.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Understanding the concept of application of biomechanical analysis; - be acquainted with the modern-day biomechanical equipment and technology (motion capture technology); - utilize knowledge from the area of biomechanical analysis to devise training and physical exercise routines. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand the importance and the role of biomechanical analysis in elite sport; - use the internet to locate and use the demonstration software of commercially available systems; - be familiar with the basics of the stereophotogrametric measurement procedures; - conduct the system calibration, digitalization and acquisition of referent movement points; - process data acquired from human movement analysis; - interpret the results of biomechanical analysis. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. The concept on a non-invasive biomechanical analysis; kinematic and kinetic analysis in top-level sport. (2L) 2. Equipment, measurement protocols, data processing procedures, selecting models and algorithms of inverse dynamics procedure. (2L) 3. Regression and geometrical procedures of an N-segmental anthropomorphic modeling, anthropometric assessment, parameters and variables of the model, selection of differential equations to calculate the variables of the model. (1L+2S) 4. Stereofotogrametric assessment, 3D motion analysis systems (APAS, PEAK, ELITE, SIMI), spatial- and time-dependent resolution of data acquisition in laboratory and/or field setting. (2L+2S) 		

	<p>5. Inertial systems, calibration, assessment reach, limitations of invasive procedures and computer motion animation (X-SENS, ANIMAZOO). (2L)</p> <p>6. Signal analysis (amplitude-, phase- and frequency-related characteristics), optimal sampling rates, determining the frequency limits and coefficients of low-pass filtering (recursive filters and natural cube or quintal spline functions). (2L)</p> <p>7. Spectral analysis, stochastic noise reduction by filtering techniques. (2L+1S)</p> <p>8. Practical application of motion analysis systems (APAS, ELITE), configuration and registration of movement, calibration, digitalization of data and referent anatomical locations, 3D reconstruction using a DLT method. (2L+2S)</p> <p>9. Construction of the kinematic/kinetic model, parameter calculation. Presenting the results numerically, graphically, by animation etc. Interpretation and motion efficiency assessment. (4S)</p> <p>10. Selection of technical and technological solutions in relation to the variability of different sports and presentation of performed analyses. (4S)</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Attending classes on a regular basis and students' active involvement during lecturing, group work and individual work					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50%. Seminar essay 25%. Oral exam 25%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Mejovšek, M. (1994). Application of spectral analysis in processing of kinematic signals of movement. <i>Kineziologija</i> 26 (1-2): 71-73.					
Mejovšek, M. (1995). Dinamička analiza gibanja u športu. u: Pećina, M., Heimer, S. i sur. (ur.) Športska medicina – Odabrana poglavlja. Zagreb: Medicinska biblioteka, Naprijed, 70-74.						

	Kuleš, B., Mejovšek, M. (1997). Kinematic and dynamic analysis of the ushiro mawashi geri. <i>Kineziologija</i> 29 (2): 40-46.		
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Allard, P. i sur. (1995). Three-Dimensional Analysis of Human Movement. Human Kinetics. 2. Stergiou, N. (2004). Inovative Analyses of Human Movement. Human Kinetics. 3. Hraski, Ž., Mejovšek, M. (1999). Primjena sustava za kinematičku analizu sportskih tehnika. u: Hraski, Ž., Matković, Br. (ur.) Zbornik radova, 8. zagrebački sajam sporta – „Trenner i suvremena dijagnostika“, Zagreb, 17-28. 4. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13. 5. Antekolović, Lj., Dobrila, I., Mejovšek, M., Čoh, M. (2006). Longitudinal follow-up of kinematic parameters in high jump – A case study. <i>New Studies in Athletics</i>, 21 (4): 27-37. 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Renata Barić, Ph.D.	1.6.Year of the study programme	3 rd and 4 th
1.2.Name of the course	CHILDREN IN SPORTS	1.7.Credits (ECTS)	2
1.3.Associate teachers	Zrinka Greblo, M.Sc. Part-time Associates Prof. Gordana Keresteš, Ph.D. Maja Gabelica-Šupljika, M.Sc. Vesna Hude, Mag.A.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30(18L+2S+10E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	35
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2 (5%)
2. COURSE DESCRIPTION			
2.1.Course objectives	<p>To acquire the particularities of children's cognitive, social, emotional and ethical development as the fundamental prerequisites for work with children in sport.</p> <p>To enable understanding of the positive and negative effects of sport involvement on psychological development of children as well as of factors having influence on it.</p> <p>To familiarize the students with the efficient strategies of work with children and the young in the contexts of physical education teaching, as well as recreational and competitive sports.</p> <p>The entire course is oriented to the recognition, highlighting and acceptance of the role of the coach, its importance in lives of young athletes, and his/her <i>personal responsibility</i> for well-being of children and the young in sport.</p>		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Adoption and understanding of specific characteristics of psychological development of children and the young of diverse age categories and application of the adopted knowledge in the process of designing and implementation of training/instruction programmes and competition goals; - Understanding, differentiation and ability to critically consider various developmental-psychological aspects of sports at different quality levels; - Information on children rights as well as on the ways of their infringements in sport and on the consequences of the latter. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> - Gain basic knowledge about socio-psychological aspects of children sport; they will understand and adopt cognitive, social, emotional and ethical characteristics of developmental changes with the aim of respecting them in the process of creating and implementing training process; - Understand educational role of sport, its relevance and contribution to the optimal socio-psychological development of children; - Be able to apply the adopted cognitions to work with children as regards the application of adequate teaching, motivation and communication methods and techniques; 		

	<ul style="list-style-type: none"> - Understand sources of psychological pressure in children and young athletes and learn how to reduce or eliminate their impact on children and their performance; - Adopt efficient strategies for quality relationships establishment with young athletes and other active participants in youth sports as well (e.g. parents, school teachers, etc.); - Learn to recognize signs of nutritional disorder, hypercompetitive behaviour and abuse in children; - Learn to recognize signs of non-adaptive psychological reactions (stage fright, reactive aggressive behaviour, negative perfectionism) and get acquainted with basic principles of psychological preparation of children and young athletes. 			
<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p><i>Socio-psychological characteristic of children in sport – why children are not small adults</i></p> <ol style="list-style-type: none"> 1. Introductory lecture: the role of sport in children's lives (2L) 2. Developmental changes in children (cognitive, moral/ethical, socio-emotional development) (4L) 3. Developmental characteristics of children and the young involved in sport (exercise) (2E) 4. Educational role of sport. Sport as a means of satisfying children and young athletes' needs, basic drives of sports activity in children and the young. (2L) 5. Drop-outs as a socio-psychological phenomenon. Peer influence on the engagement in sport and exercise. Consultations on topics for term papers and/or essays. (2L) 6. Parents in sports. (2E) 7. Sports triangle (child-coach-parent) (exercise) (2E) <p><i>Psychological aspects of children's involvement in sports</i></p> <ol style="list-style-type: none"> 8. Perfection as a goal – anxiety and perfectionism in young athletes. (2L) 9. Sport as a stressor – competitiveness, hypercompetitiveness, aggression (2L) 10. Fear and/or anger – how can a coach be helpful? Sport as a means of self-respect reinforcement (exercise) (2V) <p><i>Application in training process</i></p> <ol style="list-style-type: none"> 11. Psycho-physiological responses to the process of training. Injuries and nutrition disorders in children athletes – psychological point-of-view. Abuse in sport. Children rights in sports. (2L) 12. Successful learning and exercising – psychological approach: relationship between the coach and young athlete. Efficient communication in sport. Motivational climate in sports. (2L) 13. Psychological preparation of children athletes. How to feed back. (exercise) (2E) 14. Students' papers presentation and common evaluation. Evaluation of the process of instruction and of teachers – discussion. (2S) 			
<p>2.6.Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
<p>2.8.Student responsibilities</p>	<p>The students are expected to attend instruction regularly and to participate actively in the work. There is a precondition for taking the final written examination: the students are obliged to submit a term paper / seminar essay based on the field practical work in pairs (for example, a training observation, or an interview with a child athlete, a coach or a parent) or an essay, written individually, within the scope they are expected to critically present any subject/topic associated with the instruction contents and to analyse the topic from the developmental, psychological and practical aspect. The students choose assignments independently and are free to decide on their topics.</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="562 1003 1487 1046" style="background-color: #e0f0ff;">2.7.Comments:</td> </tr> <tr> <td data-bbox="562 1051 1487 1374">Individual assignments = practical work + seminar essay or essay (as suits a student).</td> </tr> </table>		2.7.Comments:	Individual assignments = practical work + seminar essay or essay (as suits a student).
2.7.Comments:				
Individual assignments = practical work + seminar essay or essay (as suits a student).				

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	0.25	Seminar essay	0.5	(other)	
	Tests		Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Essay 10% Written exam 50% Seminar essay 30%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Lee, M. (2006). Coaching children in sport. Routledge. Taylor & Francis. (odabrana poglavlja)			1		
	2. Vasta, R., Haith, M. M., Miller, S. A. (1998). Dječja psihologija. Jastrebarsko: Naklada Slap			2-3		
	3. Lecture summaries (skripta)				dostupno (web str. predmeta)	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Barić, R. (2004). Klima v športu (Magistarski rad). Univerza v Ljubljani, Filozofska fakulteta. 2. Barić, R., Horga, S. (2006). Psihosocijalni i odgojni aspekti interakcije trenera i djeteta sportaša . u: Grgurić, J., Batinica, M. (ur.) Sport i zdravlje djece i mladih – Zbornik radova, Zagreb: Quo vadis tisak, 78-83. 3. Greblo, Z. (2011). Perfekcionizam kod darovitih sportaša: uloga osobinskih i okolinskih činitelja (Doktorska disertacija). Sveučilište u Zagrebu, Filozofski fakultet. 4. Horga, S. (2009). Psihologija sporta. Zagreb, Kineziološki fakultet. 5. znanstveni i stručni članci po izboru					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dražan Dizdar, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	INFORMATION TECHNOLOGY IN KINESIOLOGY	1.7. Credits (ECTS)	2
1.3. Associate teachers	Darko Katović, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	24
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will be acquainted with the current state and achievements of computer technology application in the following fields of kinesiology: biomechanics and movement analysis, computer-aided motor learning, sport simulators, multimedia in sports, education and physical recreation. Also, they will be familiarized with information technology application in athletes' fitness/preparedness accomplishment and diagnostics as well as with the creation of measuring instruments. A special focus will be on the search, access and retrieval of information in sports, education and physical recreation. CyberSport.		
2.2. Course enrolment requirements and entry competences required for the course	Basic knowledge and skills of personal computer usage, on line services and on line information search.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge about and ability to evaluate the application of existing (and available) computer and information technology in sport and kinesiology.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: recognize and understand basic concepts of computer and information technology application in sport, present the collected and processed information to the professional auditorium, utilize and present e-learning materials.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (each topic is covered in 2 contact hours) <ol style="list-style-type: none"> 1. Information and information technology 2. On line services I 3. On line services II 4. Advanced on line information search I 5. Advanced on line information search II 6. Introduction into notational analysis technology 7. Notational analysis I (presentation of systems) 8. Notational analysis II (presentation of systems) 9. Virtual reality – introduction 10. Virtual reality – practical applications 11. Movement analysis 		

	12. Video analysis systems in sport I 13. Video analysis systems in sport II 14. Sport and multimedia I 15. Sport and multimedia II					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:	
2.8.Student responsibilities	Regular class attendance, active participation in class activities, active usage of e-learning syste, tasks and homeworks (individual and group) completion.					
2.9.Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research		Practical training	0.2
	Experimental work		Report	0.3	(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam		Project	1	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Research 15% Project 50% Practical training 10%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dabnichki, P., Baca, A. (2008). Computers in Sport. WIT Press.			2		
2.12.Optional literature (at the time of submission of study programme proposal)	On line data bases of relevant texts from the study area – free access					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	KARATE	1.7. Credits (ECTS)	2
1.3. Associate teachers	Ivan Segedi, Ph.D. Daniel Bok, Mag.Cin. Part time associates: Tihomir Vidranski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	By completing the course the students will attain command of special knowledge and skills necessary for practicing karate in extracurricular activities in elementary and high school, physical recreation, military and police services.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing the course the students will master special knowledge and skills specific for this combat sport and its application in: - extracurricular contents in elementary and high schools - sports - physical recreation - military, police and security services		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: - acquire knowledge about the structure and specificities of polystructural acyclic activity - acquire knowledge about the characteristics and training methods of punches - acquire knowledge about the characteristics and training methods of kicks - acquire knowledge about the characteristics and training methods of blocks - be familiarized with the specificities of polystructural acyclic striking combat sport - be able to understand the specificities of a direct simulated fight and will be acquainted with the concept of defining the symbolic destruction in sports fight.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each topic is covered with 2 classes) 1. Kinesiological and anthropological analysis of karate 2. History, organization and rules of karate 3. Technical-tactical, physical, psychological and theoretical preparation in karate Theoretical-practical lectures and exercises (each topic is covered with 2 TPL+2E) 1. Techniques of stances and techniques of movements on the tatami 2. Techniques of punches 3. Techniques of blocks		

	4. Techniques of kicks 5. Strategies and tactics of karate fight 6. Kata techniques in karate					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures		2.7.Comments:	
2.8.Student responsibilities	Active participation of students on the theoretical lectures which is evident by taking notes and active practising during theoretical-practical lectures and exercises.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 25% Oral exam: 25% Practical training: 50%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet					
	2. Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber.					
2.12.Optional literature (at the time of submission of study programme proposal)						
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Elenmari Pletikos Olof. Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	PUBLIC SPEAKING SKILLS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Diana Tomić, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	60
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1 (instruction material is available: PPT presentations, papers, footage of students, homework)
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to provide the students with a general overview of rhetorical theory and to increase their awareness about the importance of public speaking skills. This course should encourage students to start developing public speaking skills in order to make professional advancement. The students will also gain practical skills necessary for better reasoning and speech delivery and critical listening.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Understand the difference between private and public speaking; - Overcoming speech anxiety; - Learn how to outline, organize, and deliver speeches. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be empowered to:</p> <ul style="list-style-type: none"> - Identify basic rhetorical term; - Classify rhetorical forms; - Form a claim and argument; - Develop listening skills; - Overcome speech anxiety; - Implement speech structure (presentation): introduction, body and conclusion; - Prepare speech delivery; voice and non-verbal signs; - Prepare and deliver speech on special occasions; - Prepare arguments and participate in a debate; - Recognize the elements of motivational speech. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>1. Introduction to the field of rhetoric: definition of public speaking and basic elements of speech preparation (2L)</p> <p>The students learn about different types of communication, the difference between public and private context, definition of rhetoric and basic types of speech. The notion of monologue and dialogue is introduced as well as the basic speech types. The basic elements of speech preparation are explained in detail: topic, central idea, speech purpose, audience analysis, strategies and general conditions.</p>		

	<p>2. Practice of basic speech elements; central ideas – triviality and assertion (2L)</p> <p>3. Listening skills and speech outline (2L) Elements of active listening are explained briefly. The importance of listening skills is further emphasized and they consciously relate the importance of listening for communication in a dialogue. Speech outline is explained (introduction, body and conclusion), rules for the preparation and function of individual parts.</p> <p>4. Argumentation (2L) Argumentation techniques are further explained (in Aristotle's terms atechanical and technical arguments) through evidence (facts, topoi and authorities) reasoning (induction, deduction and analogy). Students acquire the most frequent logical figures: syllogism, enthymeme, sorit, analogy, definition and division.</p> <p>5. Non-verbal communication (2L) The emphasis is put on nonverbal signs important for public speaking (adequate gesture, look, mimics and proxemics), and special attention is given to voice and pronunciation (presenting seminars, lectures or project presentation) and also to the advantages and disadvantages of certain types of technical aids.</p> <p>6. Voice and diction exercises, speech delivery, speech anxiety (2S) Voice and diction exercises are presented to the students. Speech delivery is practiced on their in-class seminar assignment. Causes of speech anxiety are explained in depth as well as strategies how to remove them.</p> <p>7. Speech delivery and recording of student's speeches (2S) Students deliver their in-class speech. It is also important to raise awareness about critical thinking which will be assessed on evaluation of their colleagues, three minute speeches.</p> <p>8. Fluency; figure of speech and modal expressions (2L) Figures of speech are explained and media examples are shown in videos: metaphor, metonymy, comparison, paraphrases, anaphora, climax, light motive, antimetabole. The functions of modal expression are explained in detail.</p> <p>9. Speeches on special occasion (2L) Students learn about different occasions on which different types of SoSO can be delivered and their characteristic features. The important elements for good speech on special occasions are learned (humor, figure of speech, vivid examples and decent manners) and some SoSO are analyzed through that evaluation grid. (Oscar, Porin, COOs awards, wedding toast, eulogies etc.).</p> <p>10. Speech delivery and recording of student's speeches (SoSO) (2S) Students deliver their speeches for special occasions (notes not allowed). Class participation is required and students are expected to listen and assess the speeches of their colleagues. The criteria for assessment are: speech outline (address, the story and effective closing), style ((linguistic rules and figures of speech) fluency (modal expressions), delivery (modal voice with proper loudness and clear articulation) and proper non-verbal communication.</p> <p>11. Debate and fallacies (2L) Students are informed about different types of debate, rules and moderator. Names and examples of the dominant fallacies (argumentum ad hominem, ad baculum, populism, ad misericordiam etc.).</p> <p>12. Debating skills (2S) Students will participate in a debate. The arguments for the debate are prepared in advance and the proposition (previously announced) will be associated to sport.</p> <p>13. Successful presentations (2S) In this seminar students will expand the knowledge gained through lectures to meet their academic needs. Therefore, as addition to non-verbal cues, visual aids are also studied in more detail. The emphasis is on effective presentations.</p> <p>14. Motivational speech: preparation and delivery (2S)</p>
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	Motivational speeches are analyzed since this type of speech is often present in sport and students attempt to improvise motivational speech delivered to before an important competition. 15.Quiz and course assessment (1L+1S)					
2.6.Format of instruction:	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments: It is mandatory to prepare and deliver two in-class speeches and analyze own videos to raise awareness of advantages and disadvantages of public speaking skills.	
2.8.Student responsibilities	Regular attendance and in-class participation; regular in-class speech preparation; assignments and other activities; available e-learning system.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.8	(other)	
	Tests	1	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Tests / Quizzes 50% In-class speeches 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bartoluci, S., Tomic, D. (2010). Komunikacijska priprema trenera ili zašto i kako „trenirati“ komunikacijske vještine?. Kondicijski trening. 8 (1): 19-23.			10 and more	YES	
	2. Škaric, I. (2003). Temeljci suvremenoga govorništva. Zagreb: Školska knjiga.			10 and more	YES	
	3. Tomic, D. (2011). Instruction material – scripta. Available through the e-learning system Merlin.			/	YES	
2.12.Optional literature (at the time of submission of study programme proposal)	1. Bartoluci, S., Tomic, D. (2010). Aktivno slušanje – osnova komunikacijske pripreme sportaša. Kondicijski trening. 8 (2): 6-11. 2. Lucas, S. (2009). The Art of Public Speaking. New York: McGraw Hill. 3. Tomic, D. Kišicek, G. (2010). Stavovi hrvatskih sportaša i trenera o motivacijskim govorima. 8. međunarodni skup istraživanja govora. Zbornik sažetaka. 4. Zadro, I. (ur.) (1999). Glasoviti govori. Zagreb: Naklada Zadro.					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Vladimir Medved, Ph.D.	1.6.Year of the study programme	3
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1.2.Name of the course	NEUROMUSCULAR BIOMECHANICAL ASSESSMENT	1.7.Credits (ECTS)	2
1.3.Associate teachers	Mario Kasović, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	60
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COURSE DESCRIPTION			
2.1.Course objectives	To introduce the students to the methodology of biomechanical assessment of human movement on the neuromuscular level and to transfer knowledge which the students will be able to apply further in their studies, in future research as well as professional work, including teamwork in multidisciplinary environment.		
2.2.Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Biomechanics</i> course.		
2.3.Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Understanding the assessment procedure in kinesiology; - development of knowledge and competencies in application of biomechanical assessment procedures directed toward sports-related and pathological locomotion; - identification and analysis of cooperation factors with other experts such as medical doctors and bioengineers. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand the basic methodology of biomechanical analysis and assessment of human movement, specifically through the indicators of the neuromuscular system; - within limits of available equipment, apply the appropriate assessment procedures; - critically relate to the method of surface electromyography (EMG) as a valid indicator of the neuromuscular system status with regard to the level of movement performance and muscle fatigue; - independently choose the assessment procedures for specific purposes in sport and rehabilitation; - cooperate with other experts such as medical doctors, bioengineers and biomechanists regarding the concept and realization of the more complex assessment procedures. 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Historical overview of biomedical engineering and kinesiological biomechanics. Basic methodology. (2L) 2. Biomechanics laboratory. The sequence of actions within the laboratory and typical examples of kinesiological assessment. (2L) 3. Electrophysiological aspects of skeletal muscle function and measuring the surface EMG signal. (2L) 4. Relationship between EMG signals and mechanical muscle function. Muscle level and level of the body as a whole. (2L) 5. EMG signal processing in time domain: assessment of movement performance. (2L+2S) 6. EMG signal processing in frequency domain: assessment of muscle fatigue. (2L+2S) 7. Posture and balance assessment. (1L+2S) 8. Basics of gait analysis. (2L+3S) 9. Application of neuromuscular biomechanics assessment in sport. (3S) 10. Application of neuromuscular biomechanics assessment in rehabilitation. (3S) 		

2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending classes on a regular basis, individual and/or group work during seminars/workshops, independent work while taking a test.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Written exam 50% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Nikolić, V. i sur. Principi biomehanike, poglavlja: Kinematika i kineziologija lokomocije i Kineziološka elektromiografija (autor V. Medved). Zagreb: Naklada Ljevak. (u tisku)					
	2. Medved, V. (1995) Analiza elektromiograma u športu. u: Pečina, M., Heimer, S. (ur.) Športska medicina. Odabrana poglavlja. Zagreb: Naprijed, 64-70.					
	3. Medved, V., Kasović, M. (2007). Biomehanička analiza ljudskog kretanja u funkciji sportske traumatologije. Hrvatski športskomedicinski vjesnik, 22 (1) 40-47.					
2.12.Optional literature (at the time of submission of study programme proposal)	1. Cifrek, M., Medved, V., Tonković, S., Ostojić, S. (2009). Surface EMG based muscle fatigue evaluation in biomechanics. Clinical Biomechanics, 24: 327-340. 2. Lanshammar, H. (2001). Measurement and analysis of human motion – an Uppsala perspective. In: Magjarević, R., Tonković, S., Bilas, V., Lacković, I. (Eds.) IFMBE Proceedings, MEDICON 2001, Part I, Pula, 9-12. 3. McMahon, T. A. (1984). Muscles, reflexes, and locomotion, Princeton University Press. 4. Medved, V. (2001). Measurement of human locomotion, CRC Press, Boca Raton, Fl. 5. Medved, V., Cifrek, M. Kinesiological electromyography u: Biomechanics. In: Klika, V. (Ed.) Book 2, INTECH, Rijeka, ISBN 978-953-307-969-1, (u tisku)					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	PILATES	1.7. Credits (ECTS)	2
1.3. Associate teachers	Josipa Radaš, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to acquire necessary theoretical and practical knowledge of pilates technique and modalities of its application in educational process (physical education classes), as well as in recreation, kinesitherapy, and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course gives basic knowledge of pilates, which is a precondition to follow the courses of the elective module Fitness Development more easily.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - acquiring the technique of the classic pilates programme; - application of pilates in education; - application of pilates in sport; - application of pilates in recreation; - application of pilates in kinesitherapy. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (1 lecture hour for each teaching topic)</p> <ol style="list-style-type: none"> 1. The history of pilates. 2. Principles of pilates technique. 3. Key elements necessary for mastering exercises without machines. 4. Pilates mat exercises: basic and advanced. 5. Pilates machine exercises. 6. Application of pilates exercises in sport, recreation, and kinesitherapy. <p>Theoretical-practical lectures and exercises (2S+2E for each teaching topic)</p> <ol style="list-style-type: none"> 1. Beginner-level pilates exercises. 2. Pilates mat exercises. 3. Pilates exercises with a ball (small and big). 4. Pilates exercises with resistance bands. 5. Pilates exercises for different body regions. 6. Pilates exercises in top-level sport, recreation, and kinesitherapy. 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures				
2.8. Student responsibilities	<p>Class attendance is compulsory and a record of attendance is kept. Students who are categorized as top-level athletes have the right to be absent from the classes to the extent regulated by the decision of the Faculty Council. This does not absolve them of all the other responsibilities and course requirements.</p> <p>In case of absence due to illness, a doctor's certificate justifying the absence is needed. In exceptional cases, absence from seminars and exercises can be compensated by attending the class with another student group – with prior notification to the teachers.</p>					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance – 25%. Tests – 25%. Oral exam – 25%. Written exam – 25%.</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Siler, B. (2003). Pilates tijelo. Zagreb: Biovega.					
	2. Jagodić-Rukavina, A. (2006). Body tehnika. Zagreb: Planetopija.					
	3. Furjan-Mandić, G., Roginek, S., Petrovečki, R., Vlašić, J., Zaletel, P. (2007). Utjecaj naprednih pilates vježbi na neka morfološka obilježja žena. 2 nd International Conference „Contemporary Kinesiology“, Mostar.					
2.12. Optional literature (at the time of submission of study programme proposal)	Zbornik radova, 6. Zagrebački sajam sporta – „Suvremena aerobika“ (1997)., Metikoš, D., Prot, F., Furjan-Mandić, G., Kristić, K. (ur.) Zagreb: Fakultet za fizičku kulturu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, PhD	1.6. Year of the study programme	3
1.2. Name of the course	SPORT IN THE EUROPEAN COUNTRIES	1.7. Credits (ECTS)	2
1.3. Associate teachers	Zrinko Čustonja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>To acquire basic knowledge about sports systems in the European countries; to acquire and comprehend comparative studies and analysis of sports systems in European countries and in Croatia</p> <ul style="list-style-type: none"> - to provide insights in the basic factors that influence the status of sports in certain countries as well as the sports results that they achieve - to autonomously analyze and address issues important for understanding sport systems in European countries as well as its role and significance in wider European context 		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - acquaintance with the organization systems and constitutions of sports in European countries - acquaintance with the management system and decision making procedures in sports in the European union - acquaintance with the strategic and programme documents addressing sports at national levels in different European countries and at the European Union level - capacity to perform comparative analysis of sports in the European Union countries and Croatia - knowledge to design an investigation problem and individual research work - developing high standard writing style (writing a seminar essay) - practicing public appearance (seminar essay oral presentation) 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - comprehending basic characteristics of sports systems in European countries - knowing basic social, political and professional factors affecting further development of sport in European countries - knowing the organization and the structure of sport in European countries - the capacity to grade and evaluate the contribution, importance and status of sport and its results in the European countries - the capacity to deliberate analytically and comparatively - knowing, applying and using the critical reasoning 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Sport in European Union: documents, country interconnection, European sports associations (2L+2S) 2. Examples of sport systems in some western European countries (Great Britain, France, Finland, Germany, Belgium, Norway) (1L+1S) 3. Examples of sport systems in some eastern European countries (Bulgaria, Russia, Poland, Ukraine) (1L+1S) 		

	<p>4. Sport system in Alps-Adriatic region countries (Austria, Italy, Slovenia, Hungary) (1L+1S)</p> <p>5. Sport in none-European countries (USA, Australia, Japan) (1L+1S)</p> <p>6. Comparison of sports results achieved by European countries on Olympic Games, World and European championships, European sports competitions (2L+2S)</p> <p>7. Education, employment and improvement for coaches in European countries. Vocational and university level of training and education of coaches in Europe and worldwide. (1L+1S)</p> <p>8. Selection and sport schools system in European countries (1L+1S)</p> <p>9. Sports preparation technologies in European countries (1L+1S)</p> <p>10. Sport and science in European countries, sports science associations in Europe (1L+1S)</p> <p>11. Strategies and national sport development programmes in European countries (1L+1S)</p> <p>12. Comparison of sports system in European countries and Croatia (2L+2S)</p> <p>Topics introduced on lectures are wider, discussed and addressed on seminars. Seminars are conducted once in two weeks (2nd, 4th, 6th, 8th, 10th, 12th and 14th week). On seminars students are obligated to present their seminar essays related to one of the chosen topics. Topics are chosen by students in accordance with the lecturers. Seminar essay must contain 6-8 pages and presentation has to be 20 to 30 minutes long.</p>				
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities	Making and presenting seminar essay; class attendance; active participation in workshops and debates.				
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam	1.0	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Milanović, D., Čustonja, Z., Bilić, D. (ur.) (2011). Temeljna načela i smjernice razvoja športa u Republici Hrvatskoj. Zagreb: Nacionalno vijeće za šport i Ministarstvo znanosti obrazovanja i športa Republike Hrvatske. (u tisku)				
	2. Milanović, D. Čustonja, Z. (2007). Sportska rekreacija – Sport za sve u svijetu. Zbornik radova Međunarodne znanstveno-stručne konferencije Sport za sve u funkciji unapređenja kvalitete života. 19-30.				

	3. Milanović, D., Čustonja, Z. (2007). Sport kao čimbenik povezivanja država i regije RZ Alpe-Jadran. Zbornik radova VII. konferencije o športu Alpe-Jadran, Opatija, Hrvatska, 65-82.		
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Čustonja, Z., Milanović, D., Sporiš, G. (2009). Kinesiology in the names of higher education institutions in Europe and the United States of America. <i>Kinesiology</i>, 41 (2): 136-146. 2. Čustonja, Z., Milanović, L., Šimek, S. (2003). Sport coaches training in the European union countries. Proceedings book of XVI European Sport Conference Making sport attractive for all, Dubrovnik, Croatia. 193-201. 3. Bartoluci, M., Škorić, S., Čustonja, Z. (2003). Employees in sport in the European Union countries and Croatia. u: Puhak, S., Kristić, K. (ur.) Making sport attractive for all. Zagreb: Ministry of education and sport Republic of Croatia, 202-211. 4. European Commission (2007). White paper on sport. http://ec.europa.eu/sport/white-paper/doc/wp_on_sport_en.pdf (15. 12. 2010.). 5. European Observatoire of Sport and Employment (2004). Vocational Education and Training related to Sports in Europe: Situation, Trends and Perspectives http://www.eose.org/ktmlpro/files/uploads/Final%20Report%20English%20Version.pdf (15. 12. 2010.). 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D., 7. Dan	1.6. Year of the study programme	3
1.2. Name of the course	TAEKWONDO	1.7. Credits (ECTS)	2
1.3. Associate teachers	Part-time Associates: Katalinić-Špoljarić Lidija, Mag.Cin. Branimir Blečić, Mag.Cin. Coach Hong Seung Ki Dinko Koštić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	16 – 20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To provide the kinesiology students, other students of the University of Zagreb and categorized taekwondo athletes with more knowledge about and skills of taekwondo.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	History of taekwondo and its development in Croatia and worldwide. Taekwondo as an Olympic and collegiate sport. Organization and functioning of taekwondo in Croatia, Europe and worldwide. Competition system in taekwondo. Competition rules and refereeing in taekwondo sport combats. Competition rules and refereeing in taekwondo technical competitions. Anthropological analysis of taekwondo. Differential influence of characteristics, abilities and skills on taekwondo performance. Orientation into sports and selection for competitive taekwondo. Kinesiological analysis of taekwondo. Topological and functional classification of taekwondo technique. Characteristics of taekwondo technical elements in stabile (non-combat) conditions and in combat. Taekwondo combination of the characteristics of techniques in stabile (non-combat) conditions and in combat. Specificity of stepping and jumping leg techniques (kicks). Specific training aids and their application in taekwondo.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Obtaining theoretical knowledge about and practical skills of the organization, functioning and competition rules in taekwondo. The students will be able to enhance their knowledge on technical and tactical teaching methods in taekwondo by practical training. They will also be able to participate in technical competitions and combat competitions, as well as in individual and group taekwondo technique demonstrations. The students will enhance their theoretical knowledge on as well as their technical and tactical skills of taekwondo. They will be able to participate in combat and technical competitions as well as to organize demonstrations, conventions and competitions.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Status of taekwondo in Croatia. History of taekwondo and its development in Croatia and worldwide. Taekwondo as an Olympic and collegiate sport. (2L) 2. Organization and functioning (career) in taekwondo in Croatia, Europe and worldwide. (1L) 3. Competition system in taekwondo (1L)		

	<p>4. Anthropological analysis of the participants in taekwondo. Differential influence of characteristics, abilities and skills on taekwondo performance. Orientation into sports and selection for competitive taekwondo. Kinesiological analysis of taekwondo. (2L)</p> <p>5. Topological and functional classification of taekwondo technique. Technical programmes (compulsory and basic techniques for beginners and master's degrees in taekwondo/belts). (2TL)</p> <p>6. Competition rules and refereeing in taekwondo sport combats. (2L+1E)</p> <p>7. Organization of, preparation for and participation in taekwondo combat competitions. (1L+4E)</p> <p>8. Competition rules and refereeing in taekwondo technical competitions. (2L+1E)</p> <p>9. Organization of, preparation for and participation in taekwondo technical competitions. (1L+4E)</p> <p>10. Choreography, preparation for and participation in the public representations of taekwondo (basic and special taekwondo techniques demonstration) (2TL+5E)</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments: The course teacher is The President of the Croatian Taekwondo Committee 7.Dan, the President of the ETU Scientific Board and a member of the World Taekwondo Federation Committee.	
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay	0.25	Seminar essay	0.5	(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12.5% Seminar essay 12.5% Seminar essay 25% Oral exam 25% Practical training 25%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Prot, F. (2009). Curriculum Development for the Four Year Taekwondo Majors at Colleges and Universities a Giant Qualitative Leap. 3 rd International Taekwondo Symposium The Curriculum Development the World of Taekwondo Academy, University of California Berkeley, Berkeley, California, USA, August 14 – 15 2009.					
	2. Prot, F., Mijačika, A., Mađarević, D. (2001): Taekwondo – Zagrebački taekwondo sport kroz ostvarenje sportskih dosega i djelatničkih uloga u periodu od 1992 do 2000. godine. Zbornik radova stručnog skupa 10. zagrebačkog sajma sporta i nautike „Stanje i perspektive zagrebačkog sporta“, 441-445.					

	3. Woon K. U., Chungwon, C. (2006) TAEKWONDO TEXTBOOK. Kukkiwon. Seoul Korea.		
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Prot, F. (1995). Establishment of World Day of Taekwondo Sport. Proceedings of the 1st World Taekwondo symposium on occasion of 12th Mens's and 5th Women's World Taekwondo Championships, November 15 – 21, 1995, Manila, Philipines: 19-23. 2. Prot, F. (2007). The Pursuit of world Peace through Fair Play. Proceedings of „1st International Symposium for Taekwondo Studes“ The Pursuit of world Peace through Fair Play. Capital Institute of Physical Education, China, World Taekwondo Federation, Kyung Hee University. May 16 – 17, 2007., Beijing: 13-21. 3. Prot, F., Bosnar, K. (2009). Razlike u prosudbi situacija nasilja u sportu participanata u taekwondou i drugim sportovima. u: Neljak, B. (ur.) Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zbornik radova 18. ljetne škole kineziologa RH, Zagreb: Hrvatski kineziološki savez, 221-225. 4. Prot, F. (2007). Realisation of Global Peace: The Fair Play Is the Only Way. Proceedings of 2007 International Taekwondo Symposium The History and Spirit of Taekwondo and Strategies for Globalisation, October 12 – 13 2007, Berkeley, 33-40. 5. Prot, F. (sur.) (1978). U: Pečko, N. (autor) (1978). Te kvon do od početnika do crnog pojasa. Izdavač N. Pečko vlastita naklada. 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

6th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
MANDATORY COURSES						
Kinesitherapy	Prof. Dubravka Ciliga, Ph.D.	45		30		6.5
Pedagogy	Prof. Dubravka Miljković, Ph.D.	30	30			4
Swimming 2	Prof. Nada Grčić-Zubčević, Ph.D.	27		18		3.5
Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	45		30		6
Water Sports	Prof. Goran Oreb, Ph.D.	36		24		5
Racquet Sports	Prof. Boris Neljak, Ph.D.	36		24		4.5

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dubravka Ciliga, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	KINESITHERAPY	1.7. Credits (ECTS)	6.5
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D. Tatjana Trošt Bobić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	180
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The objectives are to enable students to understand basic postulates of musculoskeletal insufficiencies and disorders, and to acquire theoretical and methodological knowledge necessary for planning and programming of kinesitherapeutic treatments. Furthermore, students will acquire knowledge to act independently in creating methodological algorithms of kinesitherapeutic exercises and in planning and programming treatment procedures for different insufficiencies and disorders of the locomotor system, such as bad posture and deformities in different body regions.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Kinesitherapy provides the students with knowledge of musculoskeletal insufficiencies. They will be able to: <ul style="list-style-type: none"> - identify and analyze characteristics of impaired muscle groups; - explain postulates of programming in kinesitherapy; - apply previously acquired knowledge in planning and programming of the kinesitherapeutic treatments. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	According to the mentioned objectives of this course, after meeting the demands of the subject taught, the students will be able to define and analyze: <ul style="list-style-type: none"> - the methods of evaluation of impaired musculature – including specific movements and tests; - process of planning and programming of targeted kinesitherapeutic procedures; - diagnostics of particular insufficiencies of different muscles; - specificities requiring attention in course of planning and programming. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Kinesitherapy: basic areas of the field. Definitions. (2L) 2. Research subject of kinesitherapy. Tasks of kinesitherapy. Principles of kinesitherapy. (3L) 3. History of kinesitherapy. Development of kinesitherapy. (2L) 4. Methods of monitoring and record-keeping in kinesitherapy and rehabilitation. (2L) 		

5. Organization of work in kinesitherapy. (2L)
6. Kinesiology and medical elements for physical exercise for persons with impaired health. (2L)
7. Diagnostics of bad posture, physical examination. (2L)
8. Basic postulates of diagnostics and overview of rehabilitation procedures for pes planus, biomechanics of the foot, methods of foot assessment. (2L)
9. Basic postulates of diagnostics and overview of rehabilitation procedures for foot deformities. (2L)
10. Mechanisms of injury and basics of rehabilitation procedures for ankle joint injuries. (2L)
11. Basic postulates of diagnostics and overview of rehabilitation procedures for deformities in the knee area; *genua valga*, *genua vara*, *genua recurvata*. (2L)
12. Mechanisms of injury and basics of rehabilitation procedures for knee injuries. (2L)
13. Basic postulates of diagnostics and overview of rehabilitation procedures for congenital hip dislocation. (2L)
14. Overview of theoretical postulates of deformities of the spine and bad posture. (2L)
15. Basic postulates of diagnostics and overview of rehabilitation procedures for scoliosis and scoliotic posture. (2L)
16. Basic postulates of diagnostics and overview of rehabilitation procedures for kyphosis, kyphotic posture, lordosis, and lordotic posture. (2L)
17. Basic postulates of diagnostics and overview of rehabilitation procedures for deformities of the thorax: *pectus carrinatum*, *pectus planum*, *pectus excavatum*. (2L)
18. Basic postulates of diagnostics and overview of rehabilitation procedures for *torticollis* deformity. (2L)
19. Basic postulates of diagnostics and overview of rehabilitation procedures for lumbar pain syndrome. (2L)
20. Basic postulates of diagnostics and overview of rehabilitation procedures for cervicobrachial pain syndrome. (2L)
21. Mechanisms of injury and basics of rehabilitation procedures for shoulder joint injuries. (2L)
22. Overview of theoretical premises for inclusion and integration (2L)

Exercises (2 exercise hours for each teaching topic)

1. Diagnostics of bad posture, physical examination.
2. Planning and programming of the kinesitherapeutic treatment of deformities of the foot: *pes planus*.
3. Planning and programming of the kinesitherapeutic treatment of deformities in the knee area: *genua valga*, *genua vara*, *genua recurvata*.
4. Planning and programming of the kinesitherapeutic treatment of ankle joint injuries.
5. Planning and programming of the kinesitherapeutic treatment of knee injuries.
6. Planning and programming of the kinesitherapeutic treatment of congenital hip dislocation.
7. Planning and programming of the kinesitherapeutic treatment of bad posture and deformities of the spine: scoliosis and scoliotic posture.
8. Planning and programming of the kinesitherapeutic treatment of bad posture and deformities of the spine: lordosis and lordotic posture.
9. Planning and programming of the kinesitherapeutic treatment of bad posture and deformities of the spine: kyphosis and kyphotic posture.
10. Planning and programming of the kinesitherapeutic treatment of deformities of the thorax: *pectus excavatum*.
11. Planning and programming of the kinesitherapeutic treatment of deformities of the thorax: *pectus carrinatum*, *pectus planum*.
12. Planning and programming of the kinesitherapeutic treatment of *torticollis* deformity.
13. Planning and programming of the kinesitherapeutic treatment of lumbar pain syndrome.
14. Planning and programming of the kinesitherapeutic treatment of cervicobrachial pain syndrome.
15. Planning and programming of the kinesitherapeutic treatment of shoulder joint injuries.

2.6.Format of instruction:

lectures

independent assignments

2.7.Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	2.5	Oral exam	4.0	(other)	
	Written exam	(2.5)	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Students can pass written exam during the year, by passing two tests. Each test is worth 20% of the overall/final grade. If a student does not pass the tests during the year, he/she has to take written exam after the completion of the course. Written exam is worth 40% of the overall/final grade. Oral exam is worth 60% of the overall/final grade.					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Kosinac, Z. (1992). Nepravilna tjelesna držanja djece i omladine: simptomi, prevencija i vježbe. Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja u Splitu, Zavod za fizičku kulturu.			5		
	2. Kosinac, Z. (2002). Kineziterapija sustava za kretanje. (Udžbenik). Split: Sveučilište u Splitu.			7		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cvjetičanin, M. (1993). Priručnik o stopalu. I. Izdanje. Samobor: TIP „A. G. Matoš“ d.d. 2. Ciliga, D., Trošt Bobić, T., Petrinović Zekan, L. (2011). Dijagnostika u kineziterapiji. u: Findak, V. (ur.) Zbornik radova 20. ljetne škole kineziologa Republike Hrvatske „Dijagnostika u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 2011., Zagreb: Hrvatski kineziološki savez. 3. Petrinović Zekan, L., Ciliga, D., Trošt Bobić, T. (2010). Individualizacija rada u području kineziterapije. u: Neljak, B. (ur.) Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske „Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 2010., Zagreb: Hrvatski kineziološki savez, 55-60. 4. Ciliga, D., Trošt Bobić, T., Petrinović Zekan, L. (2009). Metodički organizacijski oblici rada u kineziterapiji. u: Neljak, B. (ur.) Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske „Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 2009., Zagreb: Hrvatski kineziološki savez, 29-37. 5. Ciliga, D., Petrinović Zekan, L. (2008). Stanje i perspektiva razvoja u području kineziterapije. u: Zbornik radova međunarodne znanstveno-stručne konferencije 17. ljetne škole kineziologa Republike Hrvatske, Zagreb: Hrvatski kineziološki savez, 66-71.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dubravka Miljković, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	PEDAGOGY	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30P+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will gain knowledge about tasks and contents of specific educational areas. They will develop skills necessary for the application of the adopted knowledge to their instruction performance, to communication with their students' parents and co-workers, as well as to their personal development.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability to recognize individual needs of the students/persons with whom they work and to respond to them.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Realization of the course objectives.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <p>The purpose, content and aims of pedagogy. Social and historical aspects of pedagogy. (2L)</p> <p>Communication in upbringing and education. (2L+2S)</p> <p>Power and limitations of education. (2L +2S)</p> <p>The process and subjects of upbringing (2L+2S)</p> <p>Educational aims (2L+2S)</p> <p>Styles of upbringing and education (2L+2S)</p> <p>Figures of authority in the process of upbringing (2L+2S)</p> <p>Fundamental areas of upbringing (physical, intellectual, moral, social and emotional, work education). (2L+2S)</p> <p>The areas in which upbringing is implemented (family, pre-school upbringing, school upbringing, upbringing through leisure-time activities, sports clubs). (2L+2S)</p> <p>Methods and means of upbringing within the educational system. (2L+2S)</p> <p>Self-education I (optimism, happiness) (2L+2S)</p> <p>Self-education II (positive thinking, life goals) (2L+2S)</p> <p>Social competences and prosocial behaviour (2L+4S)</p>		

	Education and the media (2L+2S) Children abuse (violence) and bullying (2L+2S)				
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:
2.8.Student responsibilities					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam		(other)
	Written exam	1.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50% Written exam 37.5% Seminar essay 12.5%				
2.11. Required literature (available in the library and via other media)	Naslov			Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	1. Miljković, D. (2009.). Pedagogija za sportske trenere. Zagreb: Društveno veleučilište i Kineziološki fakultet				
	2. Vukasović, A. (2001.). Pedagogija. VII. izdanje. Zagreb: Hrvatski katolički zbor „MI“				
2.12.Optional literature (at the time of submission of study programme proposal)	1. Bratanić, M. (2002.). Paradoks odgoja. Zagreb: Hrv. sveučilišna naklada. 2. Miljković, D., Rijavec M. (2009.). Razgovori sa zrcalom. Zagreb: IEP-D2. 3. Miljković, D., Rijavec M. (2004.). Tri puta do otoka sreće. Zagreb: IEP-D2. 4. Rijavec, M., Miljković, D. (2006.). Tko su dobri ljudi. Zagreb: IEP-D2. 5. Silov, M. (2003.). Pedagogija. Zagreb: Persona.				
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Nada Grčić Zubčević, Ph.D.	1.6.Year of the study programme	3
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1.2.Name of the course	SWIMMING 2	1.7.Credits (ECTS)	3.5
1.3.Associate teachers	Prof. Goran Leko , Ph.D. Dajana Zoretić , Mag.Cin., Assist.	1.8.Type of instruction (number of hours L + S + E + e-learning)	45 (27L+18E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	180
1.5.Status of the course	Mandatory	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	To acquire necessary theoretical knowledge on and practical skills of teaching methods for instructing non-swimmers how to swim, methods for teaching swimming techniques and corresponding starts and turns, basic maneuvers for saving drowning persons and their application to sport, physical recreation and education.		
2.2.Course enrolment requirements and entry competences required for the course	Completed <i>Swimming 1</i> course.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will acquire necessary theoretical knowledge of and practical skills for executing topics regarding swimmers and swimmers-novices training as a part of the elementary school PE curriculum. They will also be able to organize independently non-swimmers training courses (fundamental swimming skill acquisition) within schools in the nature, sports associations, swimming clubs, colleges and physical recreation programmes.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - Understand hydro-mechanical and hydro-dynamical basics of swimming; - Understand teaching methodology principles of non-swimmers and swimmers training courses; - Apply teaching exercises and methods to enhance swimming skills; - Apply teaching exercises and methods to non-swimmers training courses (fundamental swimming skill acquisition); - Individually conduct non-swimmers training courses (fundamental swimming skill acquisition); - Understand basic principles and methods for saving drowning people; - Adequately react when accidents with swimmers and bathers occur. 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Hydro-mechanical and hydro-dynamical basics of swimming (1L) 2. Specificity of non-swimmers training courses (2L) 3. Plans and programmes for non-swimmers training courses (2L) 4. Methods and exercises for teaching swimming techniques (2L) 5. Helping distressed swimmers (2L) <p>Theoretical-practical lectures and swimming pool exercises</p> <ol style="list-style-type: none"> 1. Non-swimmers training (fundamental swimming skill acquisition) – acclimatization to water, teaching exercises and methods for learning how to breathe, buoyance, slide(1TPL) 2. Teaching exercises and methods for learning feet-first entry and head-first entry (1TPL) 3. Teaching exercises and methods for learning swimming starts (front crawl, backstroke, breaststroke, butterfly, relay) (1TPL) 		

	<ol style="list-style-type: none"> 4. Teaching exercises and methods for learning swimming turns (front crawl, backstroke, breaststroke, butterfly, medley) (2TPL) 5. Teaching exercises and methods for learning front crawl technique (legs, arms, coordination) (2TPL) 6. Teaching exercises and methods for learning backstroke technique (legs, arms, coordination) (2TPL) 7. Teaching exercises and methods for learning breaststroke technique (legs, arms, coordination) (2TPL) 8. Teaching exercises and methods for learning butterfly technique (legs, arms, coordination) (2TPL) 9. Maneuvers for saving drowning victims and distressed swimmers (2TPL) 10. Teaching maneuvers for saving drowning victims and distressed swimmers (rescue dive, rescue swimming technique, helping distressed swimmers, rescuing maneuver, breaking free from holds) (3E) 11. Exemplary lesson of rescuing a child non-swimmer (Fred's method) (1TPL) 12. Exemplary lesson of teaching school children non-swimmers (1TPL) 13. Exemplary lesson of teaching special needs children non-swimmers (1TPL) 14. Training non-swimmers (testing initial swimming skills, acclimatization to water medium, breathing exercises, buoyancies, sliding, feet-first entry, head-first entry, teaching exercises and methods for front crawl, backstroke, breaststroke technique, dive, undersurface diving, safety and adaptability exercises, final testing of progression in swimming skill) (field work) (15E) 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Regular class attendance, active participation in lectures, exercises and field work.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1.25
	Experimental work		Report		Field work (other)	0.5
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	1.25	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14%. Written exam 36%. Practical training 36%. Field work 14%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Grčić-Zubčević, N., Marinović, v. (2009). Igre u vodi za djecu predškolske dobi. Zagreb: izdanje autora. (Sveučilišni priručnik)	10				
	2. Volčanšek, B. (2002). Bit plivanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Sveučilišni udžbenik)	20				

	3. Teorijska predavanja Pomoć unesrećenom u vodi (brošure)		Course web site
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Grčić-Zubčević, N. (1997). Efikasnost različitih programa te mogući čimbenici uspješnosti učenja plivanja. (Disertacija), Zagreb: Fakultet za fizičku kulturu. 2. Zbornici radova Savjetovanja o obuci neplivača. Dostupno u knjižnici Kineziološkog fakulteta. 7. Leko, G. (2008). Slobodni način plivanja – kraul. Zagreb: Promo FIT. (Sveučilišni priručnik) 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	RHYTHMIC GYMNASTICS	1.7. Credits (ECTS)	6
1.3. Associate teachers	Josipa Radaš , Mag.Cin. <u>Part-time Associate:</u> Melita Kolarec , Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	250
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To attain necessary theoretical knowledge on and practical skills of rhythmic gymnastics movement patterns and teaching methods, as well as their application to educational process (PE), physical recreation, kinesytherapy and sports.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will attain necessary theoretical knowledge and practical skills necessary for executing rhythmic gymnastics topics included in elementary schools, high schools and further education PE curricula. Besides understanding theoretical basics, the students will be able to demonstrate technical elements and corresponding teaching exercises and methods. They will be also able to organize school competitions and guide teams through school and collegiate competitions. Also, the students will attain basic guidelines for designing school show choreographies.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After finishing this course the students will be able to:</p> <ul style="list-style-type: none"> - Apply performance techniques and corresponding teaching exercises and methods for learning basic physical elements in rhythmic gymnastics; - Apply ball performance techniques and corresponding teaching exercises and methods for learning basic elements; - Apply rope performance techniques and corresponding teaching exercises and methods for learning basic elements; - Apply hoops performance techniques and corresponding teaching exercises and methods for learning basic elements;; - Clubs performance techniques and corresponding teaching exercises and methods for learning basic elements; - Ribbon performance techniques and corresponding teaching exercises and methods for learning basic elements; - Specific preparatory exercises in rhythmic gymnastics; - Classical ballet basic exercises utilized as the warm-up exercises and physical conditioning exercises for rhythmic gymnastics; - Analysis and application of music aimed at designing choreographies for individual and team performances in rhythmic gymnastics; - Basic rules of rhythmic gymnastics. 		

2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> History and organization of rhythmic gymnastics. Applicative value of rhythmic gymnastics in education, sports, physical recreation and kinsytherapy. (3L) Rhythmic gymnastics rules. Competitions (school and sports programme) – rules. (2 L) Movement structures and apparatus movements (rope, hoop, ball, clubs, ribbon) structural and biomechanical analyses (2L) Teaching exercises and methods for learning physical elements of rhythmic gymnastics (walks, runs, dancing steps, swings, circles, body waves, figure-of-eight-type movements, leaps, skips, turns and pirouettes, balance stances and acrobatic elements)(2 L) Teaching exercises and methods for learning all apparatuses elements (rope, hoop, ball, clubs, ribbon) and their application in PE (3 L) Specific exercises (classical ballet) for introduction and preparation in PE (1 L) Music analysis and performing rhythmic values. Choreography basics for individual and team performances. (2 L) <p>Theoretical-practical lectures and exercises (each topic is covered through 2TPL+2E)</p> <ol style="list-style-type: none"> Attitudes, walks, runs, galops, hops and preparatory exercises in rhythmic gymnastics, ballet exercises (basic positions of arms and legs) Ballet exercises (demi plie, grand plie, releve), swings, arm waves and, dance steps in rhythmic gymnastics Ballet exercises (battement tendu, simple battement jete), turns and pirouettes Ballet exercises (grand battement, changement), side and front body wave Ballet exercises (battement fondu, frappes), leaps (stride leap, stag jump/deer jump) Ballet exercises (port de bras), leaps (scissor jump – front and back, turn scissor jump, cat leap, cat leap with 360° turn) Balances, kicking jumps and cosak jump Acrobatic elements in rhythmic gymnastics, musical notes values realization Basic ball technique Basic rope technique Basic hoop technique Basic clubs technique Basic ribbon technique Designing individual routine in rhythmic gymnastics Designing team routine in rhythmic gymnastics 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	2	Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Tests 34% Written exam 33%					

	Practical training 33%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.	?	NO
	2. Furjan-Mandić, G. (2007). Ritmička gimnastika. Priručnik. Kineziološki fakultet Sveučilišta u Zagrebu.	?	NO
2.12. Optional literature (at the time of submission of study programme proposal)	3. FIG Pravilnik za ocjenjivanje ritmičko-sportske gimnastike. Federation International of Gymnastic. 4. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics. 5. Lomšek-Macura, U., Vajngerl, B. (1999). Prvi koraki v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	3
1.2. Name of the course	RACQUET SPORTS	1.7. Credits (ECTS)	4,5
1.3. Associate teachers	Petar Barbaros Tudor, PhD Lidija Petrinović Zekan, PhD <u>Part-time associate:</u> Marko Juričević, Mag. Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (36L+24E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	Approx. 200
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquiring basic theoretical knowledge and practical skills in racquet sports – tennis, badminton, table tennis.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquiring basic information on history and evolution of tennis, badminton, table tennis and squash. Types of racquets and surfaces. Principles for equipment selection. Rules of the game and basic terminology in racquet sports. The influence of applying certain racquet sports on the changes in psychosomatic status. Biomechanical analysis of basic techniques and practical instructions of basic techniques. Introduction with the performance variation of certain tennis, badminton and table tennis techniques. Acquiring skills to choose optimal teaching methods for instructing basic tennis, badminton and table tennis techniques. Introduction with the basic strategies and tactics in racquet sports.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students acquire:</p> <ul style="list-style-type: none"> - basic theoretical information about racquet sports - general and specific motor skills of racquet sports - skills to choose adequate teaching methods for instructing beginners - basic strategic and tactical knowledge in racquet sports <p>The abovementioned acquisitions qualify them for:</p> <ul style="list-style-type: none"> - planning, programming and realisation of tennis instructions - planning, programming and realisation of badminton instructions - planning, programming and realisation of table tennis instructions - instructing beginners about basic strategies and tactics in racquet sports 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures Introductory lecture about racquet sports (1L)</p>		

Theoretical lectures TENNIS

1. History, rules and competition systems in tennis (1L)
2. Kinesiological analysis of forehand, backhand and serve (1L)
3. Kinesiological analysis of volley and smash (1L)
4. Anthropological analysis of tennis and technical-tactical implementation of shots in the game (1L)

Theoretical lectures BADMINTON

1. History, rules and competition systems in badminton (1L)
2. Kinesiological analysis of overhead shots (lob, drop, smash) (1L)
3. Kinesiological analysis of shots performed with below the waist racquet swing and service analysis (forehand, backhand, long and short) (1L)
4. Technical and tactical implementation of shots in the game (1L)

Theoretical lectures TABLE TENNIS

1. History, rules and competition systems, kinesiological analysis of serve (1L)
2. Kinesiological analysis of forehand and backhand (1L)
3. Anthropological analysis of table tennis (1L)
4. Technical and tactical implementation of shots in the game (1L)

Theoretical-practical lectures and exercises TENNIS

1. Teaching methods and performance of forehand (1.5TPL)
2. Teaching methods and performance of backhand (1.5TPL)
3. Teaching methods and performance of serve (2TPL)
4. Teaching methods and performance of forehand volley (1TPL)
5. Teaching methods and performance of backhand volley (1TPL)
6. Teaching methods and performance of smash (1TPL)
7. Teaching technique exercises, their sequence and progressiveness in instruction of forehand (1,5E)
8. Teaching technique exercises, their sequence and progressiveness in instruction of backhand (1,5E)
9. Teaching technique exercises, their sequence and progressiveness in instruction of serve (2E)
10. Teaching technique exercises, their sequence and progressiveness in instruction of forehand volley and backhand volley (2E)
11. Teaching technique exercises, their sequence and progressiveness in instruction of smash (1E)
12. Teaching technique exercises, their sequence and progressiveness in instruction of basics of technique application in the tactics of tennis (1E)

Theoretical-practical lectures and exercises BADMINTON

1. Teaching methods and performance of forehand performed with overhead racquet swing (lob, drop, smash) (1TPL)
2. Teaching methods and performance of backhand (lob, drop) (1TPL)
3. Teaching methods and performance of serve (forehand, backhand, long and short) (1TPL)
4. Teaching methods and performance of net shots (1TPL)
5. Teaching methods and performance of movement on the field (singles, doubles, mixed doubles) (2TPL)
6. Teaching methods and performance of basic technical and tactical variants in the game (2TPL)
7. Teaching technique exercises, their sequence and progressiveness in instruction of forehand performed by overhead racquet swing (lob, drop, smash) (2E)
8. Teaching technique exercises, their sequence and progressiveness in instruction of backhand (lob, drop) (1E)
9. Teaching technique exercises, their sequence and progressiveness in instruction of serve (forehand, backhand, long and short) (1E)
10. Teaching technique exercises, their sequence and progressiveness in instruction of net shots (1.5E)
11. Teaching technique exercises, their sequence and progressiveness in instruction of movement on the field (singles, doubles, mixed doubles) (1E)
12. Teaching technique exercises, their sequence and progressiveness in instruction of basics of technique application in the tactics of badminton (1.5E)

Theoretical-practical lectures and exercises TABLE TENNIS

1. Teaching methods and performance of serve (1TPL)

	2. Teaching methods and performance of forehand (1.5TPL) 3. Teaching methods and performance of backhand (1.5TPL) 4. Teaching methods and performance of different rotations (2TPL) 5. Teaching methods and performance of basic technical and tactical variants in the game (2TPL) 6. Teaching technique exercises, their sequence and progressiveness in instruction of serve (1E) 7. Teaching technique exercises, their sequence and progressiveness in instruction of forehand (1E) 8. Teaching technique exercises, their sequence and progressiveness in instruction of backhand (1E) 9. Teaching technique exercises, their sequence and progressiveness in instruction of different rotations (1E) 10. Teaching technique exercises, their sequence and progressiveness in instruction of service technique application in the tactics of table tennis (2E) 11. Teaching technique exercises, their sequence and progressiveness in instruction of forehand and backhand technique application in the tactics of table tennis (2E)					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:	
2.8.Student responsibilities	Theoretical and practical classes' attendance, dedicated and active participation in the class.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.75	Oral exam	1.5	(other)	
	Written exam	0.75	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33% Tests 17% Written exam 17% Oral exam 33%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. DTB (1992). TENIS – od početnika do majstora. Zagreb: Mladinska knjiga. (Redigirao: B.Neljak.)			5		
	2. DBF. Badminton u školi (2000). Hrvatski badmintonski savez (prema izdanju njemačkog badmintonskog saveza).			5		
	3. Kondrič, M., Hudetz, R., Furjan-Mandić, G. (2010). Osnove stolnoga tenisa. Sveučilišni udžbenik. Kineziološki fakultet Sveučilišta u Zagrebu. ISBN-10 953-317-004-6; ISBN-13 978-953-317-004-6			7		

<p>2.12.Optional literature (at the time of submission of study programme proposal)</p>	<ol style="list-style-type: none"> 1. Dugandžić, M., Neljak, B., Barbaros Tudor, P., Pavlović, G. (2010). Plan i program škole tenisa za učenike od 7 do 10 godina. Hrvatski teniski savez i Zbor teniskih trenera Hrvatske (program tenisa kao izvanškolske aktivnosti, verificirano od strane MZOS-a). 2. Petrić, D. (1995). Badminton u nastavi tjelesne i zdravstvene kulture u osnovnoj školi. U: Findak, V. (ur.) Zbornik radova 4. Ljetne škole pedagoga fizičke kulture Republike Hrvatske. 3. Hudetz, R. (2000). Stolni tenis, tehnika sa Vladimirom Samsonovom. Zagreb: Huno sport. 4. Proceedings book 167th the 10th Anniversary ITTF Sports Science Congress (2007). Kondrič, M., Furjan-Mandić, G. (ur.), 10th International table tennis sports science congress, Zagreb, May 18th-20th, 2007. Zagreb: University of Zagreb, Faculty of kinesiology: Croatian table tennis association: International table tennis association. ISBN 978-953-6378-69-2. http://sportikus.kif.hr/~ittfcongress/index.htm. 5. Filipčić, A., Filipčić, T. (2003). Tenis: učenje. Dopolnjena izd. Ljubljana: Fakulteta za šport, Institut za šport. ISBN961-6405-48-9.
<p>2.13.Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Anonymous student survey.</p>

IVth YEAR OF THE STUDY

7th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY COURSES						
Didactics	Prof. Mijo Cindrić, Ph.D.	45	15			4
Economics and Management of Sports	Prof. Mato Bartoluci, Ph.D. (T)	45		15		4
Foreign Language (English/German in Kinesiology)	Darija Omrčen, Ph.D. Senior Lecturer	30		30		3.5
Physical Activity and Health	Prof. Marjeta Mišigoj-Duraković, Ph.D. (T)	30		30		4
MANDATORY MODULE - KINESIOLOGY IN EDUCATION						
General Kinesiological Teaching Methodology	Prof. Boris Neljak , Ph.D.	45		30		6.5
ELECTIVE MODULE - SPORTS						
Kinesiological Analysis of Track and Field	Prof. Vesna Babić, Ph.D.	30		30		7
Kinesiological Analysis of Wrestling	Čedomir Cvetković, M.Sc.	30		30		7
Kinesiological Analysis of Sailing	Prof. Goran Oreb, Ph.D.	30		30		7
Kinesiological Analysis of Judo	Prof. Hrvoje Sertić, Ph.D.	30		30		7
Kinesiological Analysis of Basketball	Prof. Bojan Matković, Ph.D.	30		30		7
Kinesiological Analysis of Football	Assist.Prof. Valentin Barišić, Ph.D.	30		30		7
Kinesiological Analysis of Volleyball	Prof. Nenad Marelić, Ph.D.	30		30		7

Kinesiological Analysis of Swimming	Prof. Goran Leko, Ph.D.	30		30		7
Kinesiological Analysis of Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	30		30		7
Kinesiological Analysis of Handball	Prof. Dinko Vuleta, Ph.D. (T)	30		30		7
Kinesiological Analysis of Skiing	Prof. Bojan Matković, Ph.D.	30		30		7
Kinesiological Analysis of Artistic Gymnastics	Prof. Kamenka Živčić Markovc, Ph.D. Assist.Prof. Željko Hraski, Ph.D.	30		30		7
Kinesiological Analysis of Tennis	Prof. Boris Neljak , Ph.D.	30		30		7
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS						
Kinesiological Analysis in Basic Kinesiological Transformations	Assist. Prof. Maja Horvatin Fučkar, Ph.D.	30		30		7

ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES						
Kinesiological analysis in Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	30		30		7
ELECTIVE MODULE – FITNESS						
Fitness Measurement and Assessment	Prof. Goran Marković, Ph.D.	15		15		3.5
Group Fitness Programmes 1	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		3.5
ELECTIVE MODULE - KINESIOLOGICAL RECREATION						
Medicine of Physical Recreation	Prof. Stjepan Heimer, Ph.D. (T)	50		10		7
ELECTIVE MODULE – KINESITHERAPY						
Methods and Programming of Kinesitherapeutic Procedures 1	Assist. Prof. Dubravka Ciliga, Ph.D.	15	45			7
ELECTIVE MODULE – SPORT MANAGEMENT						
Fundamentals of Organizations and Management	Prof. Lovorka Galetić, Ph.D.	45	15			7
ELECTIVE COURSES						
Audiovisual Aids in Sport	Assist.Prof. Ljubomir Antekolović, Ph.D.	6	10	10	4	2
Badminton	Assist. Prof. Dubravka Ciliga, Ph.D.	18		12		2
Kinesiological Orientation and Selection	Assist. Prof. Goran Sporiš, Ph.D.	20		10		2
Communication in Education	Prof. Dubravka Miljković, Ph.D.	15	15			2
Physical Conditioning of Children and Young Athletes	Prof. Igor Jukić, Ph.D.	15	15			2
Mini Basketball	Prof. Damir Knjaz, Ph.D.	18		12		2
Motor Learning	Assist.Prof. Renata Barić, Ph.D.	26		4		2
Apnea Diving	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2
Synchronized Swimming	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2

Cross Country Skiing	Prof. Bojan Matković, Ph.D.	18		12		2
Sports Programmes for Preschool Children	Assist.Prof. Željko Hraski, Ph.D.	18		12		2
Table Tennis	Marko Juričević, Lect.	18		12		2
Strategic Programming in Sport	Prof. Dragan Milanović, Ph.D. (T)	15	15			2
Triathlon	Prof. Vesna Babić, Ph.D.	18		12		2
	TOTAL	261	45	159	4	33

Remark:

In the 7th semester the students enrol on 2 out of 14 offered elective courses from the list.

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mijo Cindrić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	DIDACTICS	1.7. Credits (ECTS)	4
1.3. Associate teachers	<u>Part-time Associates</u> Ana Žnidarec Čučković, Mag.A. – Assistant Tomislava Vidić, M.Sc, Lecturer	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (45L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	160
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	To empower the students to organize, implement and evaluate independently teaching process and students' achievements. Enable the students to develop competences for the independent and efficient professional activity.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - A constructive contribution to school planning and decision making; - The ability to adjust the curriculum and teaching materials to the specific social environment requirements; - The ability to recognize individual needs of students and to response to them; - The ability to create and implement diverse strategies for monitoring and evaluation of the process of teaching and its outcomes; - Knowledge and skills to manage the class and the processes of teaching and learning; - The ability to apply quantitative and qualitative methods to pedagogical research (in upbringing and education); - the ability to recognize and react to students' individual needs - The qualification for team work; - The ability to quality cooperate with the community/institutions/economy sector in order to familiarize their students with the world out of school; - The ability to respect and accept diversity, to develop citizenship and respect democracy; deliberations on personal systems of values. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The course Didactics should enable the students to gain theoretical knowledge and skill from the area of instruction/teaching and learning, that is, to gain the following competences:</p> <ul style="list-style-type: none"> - for successful dealing with actual school and instructional situations; - for understanding the course curriculum and its development within the context of the school and national curriculum; - for the teaching organization and implementation of the subject they are studying; - for the selection and implementation of efficient teaching strategies, methods and procedures; - for the communication and cooperation with parents and local community; - teaching curriculum design and development. 		

<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Introduction to didactics: concept definition, founders, tasks (2L) 2. Historical development of the didactics idea in the world and in Croatia (2L) 3. The basic didactic concepts: teaching, instruction, education, training, upbringing, process of education, socialization, schooling, informal education, self-education, learning, learning from experience (2L + 1S) 4. Didactics' theories. Didactics and other scientific disciplines. The analysis of previous (in)efficiency of education (especially of teaching/learning process) and deliberation on the vision of and conditions necessary for more efficient education (conditions: psychological, pedagogical, program, organizational, didactical, methodological, sociological). (2L + 1S) 5. The theory of curriculum (historical approach, concept definition, curriculum plan, system theory and curriculum, theoretical concept of school as a starting point in curriculum design, curriculum as regards preparation and implementation levels). Conceptions of curriculum: humanistic, functionalistic, closed, open, etc. (2L + 1S) 6. Identification of educational needs – situation analysis: curriculum objectives (outcomes) – key competences of pupils/students; (2L + 1S) 7. The contents of teaching selection and distribution. Conditions, prerequisites for the curriculum implementation and instruction/teaching organization (teaching methods and strategies – informatively) (2L + 1S) 8. Evaluation of students' achievements and curriculum. Algorithm of school and teaching curriculum design. (2L + 1S) 9. Factors of teaching (a pupil/student, teacher, teaching contents, educational technology) (2L + 1S) 10. Communication in teaching. (2L + 1S) 11. Planning and programming, tasks of teaching (material, functional, educational) (2L + 1S) 12. Microstructure components of teaching: <ul style="list-style-type: none"> - material-technical and psychological (2L) - cognitive component of teaching and teaching methods (part one) (2L) - teaching methods (part two) (2L + 1S) 13. Macrocomponents of teaching and learning: <ul style="list-style-type: none"> - instruction contents preparation and introduction/implementation, acquisition and processing (2L) - repetitions, exercises (2L + 1S) - evaluation (monitoring, examination, testing, grading). (2L) 14. Strategies (systems) of teaching and learning: <ul style="list-style-type: none"> - problem teaching, heuristic teaching, programmed teaching (2L) - project teaching, cooperative teaching (2L + 1S) - team teaching, mentor teaching... (2L + 1S) 15. Organizational forms of teaching (individual work, pair work, group work, frontal work). Didactical (teaching) principles. (2L) 16. Preparation of pupils/student and teachers for classes and learning – techniques, procedures. The media in education and upbringing. (2L + 1S) 17. Alternative approaches to teaching. Successful class management and cooperation with parents. Evaluation of educational outcomes, self-evaluation. (2L + 1S) <p>Seminars (note): The students are free to choose contents (topic selection of seminar essays, autonomy in the selection of contemporary foreign literature to cover adequately certain didactical topics).</p>		
<p>2.6.Format of instruction:</p>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	<p>2.16. Comments:</p>

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities	<p>Regular attendance to classes and seminars is mandatory (minimum 70 %) and records are kept about it. The students categorized as the elite athletes are exempt from this regulation pursuant to the Faculty of Kinesiology Council decision. That exemption does not include any other course obligation. Sick leaves can be justified with the doctor's ticket within two weeks at most. Exceptionally, nonappearance in one seminar can be compensated by the appearance in the other seminar group – subject to the previous agreement with the seminar supervisor. The requirements for the signature attainment: regular class attendance and compliance with seminar obligations, presented to the students at the beginning of the semester.</p>					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.4	Research		Practical training	
	Experimental work		Report		Active participation in seminars	0.5
	Essay		Seminar essay	0.3	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1.8	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 10% Written exam 45% Seminar essay 7.5% Oral exam 25% Active participation in seminars 12.5%</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1.	Cindrić, M., Miljković, D., Strugar, V. (2010) Didaktika i kurikulum. Zagreb: IEP-D2.		5		
	2.	Poljak, V. (1991) Didaktika. Zagreb: Školska knjiga.				
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Bognar, L., Matijević, M. (2002). Didaktika. Zagreb: Školska knjiga 2. Meyer, H. (2002.). Didaktika razredne kvake. Zagreb: Educa. 3. Rijavec, M., Miljković, D. (2004.). Vodič za preživljavanje u školi. Zagreb: IEP-D2. 4. Rijavec, M., Miljković, D. (2010). Pozitivna disciplina u razredu. Zagreb: IEP-D2. 5. Kyriacou, C. (2001). Temeljna nastavna umijeća. Zagreb: Educa.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	ECONOMICS AND MANAGEMENT OF SPORT	1.7. Credits (ECTS)	4
1.3. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (45L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	80
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this subject is to present to the students the methodology of economic effects of sport evaluation as well as the methodology of creating entrepreneurial programmes in sport. The students should acquire certain knowledge of economics and management in sport and discover options for implementing those programmes in the field of sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To apply knowledge and understand the concepts, principles and theoretical background in the field of economics, management and entrepreneurship in sport. To identify and analyse diverse options for implementing business programmes in the field of sport..		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand and identify possible economic effects of sport; - understand and analyse the use of resources in sport organisations; - understand the role of management in sport and sport organisations; - analyse entrepreneurial programmes in the field of sport. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <p>1. Introduction to the economics of sport. Introduction to economics of sport: subjects, aim, tasks of economics of sport, contents and methods of research. Relationship between economics of sport and other economic disciplines. (1L)</p> <p>2. Economics of sport as a scientific educational discipline Economics of sport as an educational discipline. The place and role of the economics of sport in economic structure of economic and social activities. Relationship between the economics of sport and other non-economic disciplines, especially kinesiology. (2L)</p> <p>3. Evaluation of social effects of sport. Fundamentals of sport. Organisation of sport in a system of social activities: place and role of sport in the system of economics and social activities. (2L)</p> <p>4. Sport as a public good. The term public good. Sport as a public good. (2L)</p> <p>5. Sport financing. Ways and sources of financing in sports. Economic processes in sport: sport as an economic activity, economic functions of sport. (2L)</p> <p>6. Economics of resource utilization in sport activities. The term, types and roles of resources in sport. (2L)</p> <p>7. Assets of sport organisations. The term asset. Types and characteristics of assets in sport organisations. (2L)</p>		

- 8. Sport facilities.** Economics of constructing, maintenance and utilization of sport facilities. Characteristics of sport facilities and equipment, economic basis of building facilities, depreciation of sport facilities and equipment, maintenance and functioning of facilities and equipment, economics of facility and equipment utilization. (2L)
- 9. Labour economics in sport.** Labour as an input in business process. Characteristics of labour in sport. Wages in sport. Some characteristics of labour force in the Croatian sport. (2L)
- 10. Cost management in sport.** Types of costs in business process. Costs and the level of capacity utilization. (2L)
- 11. Calculation and distribution in sport organisations.** The basics of calculation and distribution. Calculation and distribution in sport organisations. (2L)
- 12. Evaluation of economic effects in sport.** Economic effects of sport. Programmes of sport as the basis for economic evaluation. (2L)
- 13. Management.** Introduction to management. Development and the functions of management. The relationship between management and entrepreneurship. (2L)
- 14. Management of sport.** Organisation of sport according to the areas of activity, structure and number of sports associations. The development and the functions of management of sport. Managers in sport. (2L)
- 15. Organisation of sport in the world and Europe.** The system of sport organisation. International sport associations. (2L)
- 16. Strategic management.** The characteristics of strategic management. The application of strategic management activities in sport organisations. (2L)
- 17. Entrepreneurship.** The term entrepreneurship. The development of entrepreneurship. Characteristics of entrepreneurship. The role of entrepreneurship in economic development. (2L)
- 18. Entrepreneurship in sport.** The term and development of entrepreneurship in sport. The fundamentals of entrepreneurship in sport. The possibilities of entrepreneurship in the Croatian sport. (2L)
- 19. Methods of evaluating the economic efficacy of investment and entrepreneurial programmes in sport.** Methods of entrepreneurial programmes evaluation in sport. Methodological basis of creating and implementing entrepreneurial programmes in sport and complementary activities. Economic evaluation of different sport-related programmes: soccer, basketball, handball, swimming and water polo, tennis, golf, sport in tourism, fitness-related programmes, etc. (2L)
- 20. Marketing.** The term marketing. Characteristics of social marketing. The basic concepts of marketing. (2L)
- 21. Marketing management in sport.** Theoretical foundations of sport marketing: principles, goals and functions of marketing. Marketing mix in sport: sport products, prices of sport products, distribution of sport products, and promotional activities in sport. (2L)
- 22. The application of marketing principles in sport.** The application of marketing principles in sport. The planning of sport marketing. (2L)
- 23. Sponsorship in sport.** The term and characteristics of sponsorship in sport. The rights of sponsors and the sponsored. (2L)
- Exercises :**
- 1. Introduction to the economics of sport.** (1E)
- 2. Sport as an economic process.** The Sports Act. Sport activities. Persons engaged in the sport system. (2E)
- 3. Distribution in sport organisations.** Characteristics of sport organisations as the non-profit subjects. Defining the terms income and expenditure. The sources of income and expenditure in sport organisations. Financial statements. (2E)
- 4. Depreciation of long-term assets** Assets used in organisations. Asset utilization. The term and calculation of the depreciation. (2E)
- 5. Capacity and price calculation.** The term capacity. Calculating capacity. The term price. Methods for calculating price. (2E)
- 6. Business efficiency indicators.** Productivity. Economical quality. Profitability. Liquidity. (2E)
- 7. Entrepreneurship in sport.** Examples of the development of entrepreneurial programmes in sport. (2E)
- 8. Managers in sport.** The term manager. The role of managers in sport. The term leadership in sport. Characteristics of managers and leaders in sport. (2E)

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance to the classes and active participation in the work.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	3	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests / Quizzes 75%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bartoluci, M. (2003). <i>Ekonomika i menadžment sporta</i> . II. Edition (university textbook). Zagreb: Informator.					
	2. Bartoluci, M., Škorić, S. (2009). <i>Menadžment u sportu</i> . Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beech, J. and Chadwick, S. (eds.) (2010). <i>Sportski menadžment</i> . (translation) Zagreb: MATE d.o.o. 2. Downward, P., Dawson, A. and Dejonghe, T. (2009). <i>Sport Economics: Theory, Evidence and Policy</i> . (e-book) Oxford: Butterworth-Heinemann-Elsevier					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Darija Omrčen, Ph.D. Senior Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	ENGLISH IN KINESIOLOGY	1.7. Credits (ECTS)	3.5
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	.180
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To goal is to teach students the basic elements of the theory of communication, to point to the importance of understanding the relationship between a concept and a name and to analyse the basic characteristics of English as a foreign language for specific purposes. The goal is also to teach students the basic body part terms, verbs denoting movement, as well as to teach them, through word-formation, the elements of the morphology of terms. By working on a text written in English the students will learn the terms connected with the basic concepts in kinesiology. The goal is also to teach students the terminology connected with particular sports and sports events, and to help them learn grammatical structures – conditional clauses, passive voice.		
2.2. Course enrolment requirements and entry competences required for the course	No preconditions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To become aware of the importance of accurate usage of terms. - To be able to use kinesiological terminology at receptive level. - To apply, at receptive level, the terms learned through word-formation. - To achieve the receptive level of knowledge of English as a foreign language for specific purposes. - To accurately understand English kinesiology-specific vocabulary (receptive level). - To accurately apply English kinesiology-related vocabulary (productive level). 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will:</p> <ol style="list-style-type: none"> 1. develop the capacity of accurate expression by using technical vocabulary. 2. learn English kinesiological terminology according to the topics from the programme, 3. acquire basic knowledge of morphology and syntax of English in kinesiology, 4. be able to understand a technical text written in English. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> a. Introduction into the goals of the subject, the basic programme and tests and exam. (1L) b. Theory of signs. Theory of communication. (1L) c. What is language for specific purposes? Characteristics of the English technical language of kinesiology as a foreign language for specific purposes. How do words become terms. What are translation equivalent/counterparts? (2L) d. The origin of some technical English terms in kinesiology. Collocations and their natures in kinesiological English for specific purposes. (2L) 		

- e. Teaching technical vocabulary through word-formation – affixes: prefixes and suffixes, compounding, clipping, blending, acronyms. (2L)
- f. Plural of nouns from Latin and Greek. Teaching the names of body parts in English. (2L)
- g. Verbs denoting movement. Adverbials (place). Teaching the imperative in the English language through the translation of a text (description of floor and resistance exercises) from English into Croatian. Developing the skill to accurately translate a text focusing on a topic from kinesiology. (2L)
- h. Teaching technical English vocabulary connected with the description of the concept of kinesiology. Expressing distinctive characteristics and differences in attitudes. (2L)
- i. Teaching technical English terms/names of floor exercises. Teaching technical English terms/names of sports and sports events – athletics, artistic gymnastics, team sports, combat sports. (2L)
- j. Teaching technical English terms/names of sports and sports events – water sports, shooting and archery, winter sports, other sports. Terms denoting sports grounds, courses, lanes, etc. (2L)
- k. English names for apparatuses, implements, machines and requisites in sports and physical exercise. By reading a text written in English teaching the students the terms connected with the description of the concept of sport. (2L)
- l. By working on a text written in English teaching the students the terms connected with defining the terms *aerobic* and *anaerobic*. The origin of terms *aerobic* and *anaerobic*. Translation of a technical text. Interpreting of a technical text. Teaching technical English vocabulary connected with oxygen transport in a human organism. (2L)
- m. Teaching, by using an English text, technical vocabulary connected with heart rate and terms necessary used to denote and describe motor abilities as components of physical fitness. Origin of the term *fitness*; its meaning in various scientific disciplines (genetics, kinesiology). Translation of a technical text. (2L)
- n. Teaching and analysing the terms *speed*, *velocity* and *quickness*. Teaching the terms *force*, *strength*, *power* and *endurance* by working on a technical text. Comparison of translation equivalents in Croatian. (2L)
- o. Teaching, by working on a technical text, the terms connected with the structure and types of muscles. Teaching and analysing some words and terms through some semantic relationships – synonyms, antonyms, etc. (2L)
- p. Teaching, by working on a technical text, the terms connected with the types of muscular contractions. Teaching the students, by working on a technical text, the terms connected with physical exercise and its role in everyday life. Expressing attitudes in the English language (agreement, disagreement, expressing advantages and disadvantages) (2L)

Exercises

1. Teaching technical vocabulary connected with athletics – athletic events; implements used in athletics; requisites; biomechanics of long jump, etc. and practising the description of long jump, high jump, etc. Exercises aimed at learning technical vocabulary. (2E)
2. Revision of tenses used in the English language (*Present Simple*, *Present Progressive*, *Past Simple*, *Past Progressive*, *Present Perfect Simple*, *Past Perfect Simple*, *Future Simple*). (2E)
3. Teaching conditional and perfect conditional in the English language. Practising the usage of tenses in sentences connected with kinesiology-related topics. (2E)
4. Teaching passive voice used in sentences without a modal verb and those containing a modal verb. (2E)
5. Translating sentences written in passive voice from English into Croatian. Practising the usage of such sentences in a technical text. (2E)
6. Teaching technical English vocabulary connected with artistic gymnastics (names of pieces of apparatus, pieces of equipment, gymnastic elements in artistic gymnastics as well the names of small hand apparatus in rhythmic gymnastics) and the translation and interpretation of a written technical text focusing on a artistic gymnastics-related topic. Practising technical English vocabulary in artistic gymnastics. (2E)

	<p>7. Teaching technical English vocabulary connected with the four swimming strokes, swimming competitive events and with scuba and apnea diving as well as with the equipment used in diving. Developing the productive level of the knowledge of the English language as a foreign language for specific purposes – practising argumentation. (2E)</p> <p>8. Teaching technical English vocabulary connected with sweep rowing and sculling (competitive events, terms used to denote competitors in rowing, terms used to denote the oars/sculls, parts of a shell/boat, etc. Practising rowing-specific vocabulary. (2E)</p> <p>9. Teaching technical English vocabulary connected with basic basketball skills, with team performance elements, with types of fouls and violations, with passes, with shots at the basket, with playing positions of players, with the rules of game. Practising the usage of sentences in which passive voice is used that are to be found in a technical text focusing on a basketball-related topic. Practising technical English vocabulary used in basketball. (2E)</p> <p>10. Teaching technical English vocabulary connected with the basic skills in team handball, with team performance elements, with types of shots/throws and types of passes, with playing positions of players, with the rules of the game. Translation of a technical text written in English and focusing on a handball-related topic. Interpretation of a text written in the English language. Practising handball-specific English vocabulary. (2E)</p> <p>11. Teaching technical English vocabulary connected with some technical and tactical elements in volleyball, with playing positions of players, with the rules of the game. Developing the productive level of the knowledge of the English language as a foreign language for specific purposes – describing the game in volleyball. Exercises aimed at learning technical vocabulary-specific vocabulary. (2E)</p> <p>12. Teaching technical English vocabulary connected with the basic skills in football, with the playing positions of players, with the rules of the game. Practising technical football-specific terms. Developing the productive level of the knowledge of the English language as a foreign language for specific purposes - describing the rules of the game. (2E)</p> <p>13. Teaching conditional clauses in the English language. Practising the usage of tenses and of the imperative in conditional clauses in the English language. (2E)</p> <p>14. Practising conditional clauses in the English language and their translation from English into Croatian and vice versa. Using conditional clauses to express the cause-and-effect relationship between phenomena. (2E)</p> <p>15. Teaching technical English vocabulary connected with the basic strokes in tennis, with the description of a tennis court and of tennis equipment, with the rules of the game. Translation of a text focusing on a tennis-related topic from English into Croatian. Interpreting a technical text. Exercises aimed at learning technical vocabulary. Expressing preferences. (2E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam	1	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 13% Tests 29% Written exam 29% Oral exam 29%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Omrčen, D. (2000). English for Kinesiology. Zagreb: Fakultet za fizičku kulturu.		
2.12. Optional literature (at the time of submission of study programme proposal)	Omrčen, D. (2009). English for Sports Coaches. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Students anonymous survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Darija Omrčen, Ph.D. Senior Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	GERMAN IN KINESIOLOGY	1.7. Credits (ECTS)	3.5
1.4. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.6. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To goal is to teach students the basic elements of the theory of communication, to point to the importance of understanding the relationship between a concept and a name and to analyse the basic characteristics of German as a foreign language for specific purposes. The goal is also to teach students the basic body part terms, verbs denoting movement, as well as to teach them, through word-formation, the elements of the morphology of terms. By working on a text written in German the students will learn the terms connected with the basic concepts in kinesiology. The goal is also to teach students the terminology connected with particular sports and sports events, and to help them learn to use passive voice in a sentence.		
2.2. Course enrolment requirements and entry competences required for the course	No preconditions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - To become aware of the importance of accurate usage of terms. - To be able to use kinesiological terminology at receptive level. - To apply, at receptive level, the terms learned through word-formation. - To achieve the receptive level of knowledge of German as a foreign language for specific purposes. - To accurately understand German kinesiology-specific vocabulary (receptive level). - To accurately apply German kinesiology-related vocabulary (productive level). 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will:</p> <ol style="list-style-type: none"> 1. develop the capacity of accurate expression by using technical vocabulary. 2. learn German kinesiological terminology according to the topics from the programme, 3. acquire basic knowledge of morphology and syntax of German in kinesiology, 4. be able to understand a technical text written in German. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction into the goals of the subject, the basic programme and into tests and exam. (1L) 2. Theory of signs. Theory of communication. (1L) 3. What is language for specific purposes? Characteristics of the German technical language of kinesiology as a foreign language for specific purposes. How do words become terms. What are translation equivalent/counterparts? (2L) 4. The origin of some technical German terms in kinesiology. Collocations and their natures in kinesiological German for specific purposes. (2L) 5. Teaching technical vocabulary through word-formation – affixes: prefixes and lexemes of Greek and Latin origin; word-formation from initial letter and parts of words. (2L) 6. Plural of nouns from Latin and Greek. Teaching the names of body parts in German. 		

	<p>7. Verbs denoting movement. Adverbials (place). Teaching the imperative in the German language through the translation of a text (description of floor and resistance exercises) from German into Croatian. Developing the skill to accurately translate a text focusing on a topic from kinesiology. (2L)</p> <p>8. Teaching technical German vocabulary connected with the description of the concept of kinesiology. Expressing distinctive characteristics and differences in attitudes. (2L)</p> <p>9. Teaching technical German terms/names of floor exercises. Teaching technical German terms/names of sports and sports events – athletics, artistic gymnastics, team sports, combat sports. (2L)</p> <p>10. Teaching technical German terms connected with the concept of sport. Teaching the names of sports and sports events in German – water sports, shooting and archery, winter sports, other sports. Terms denoting apparatuses/implements and requisites in sport and physical exercise. (2L)</p> <p>11. Teaching technical German terms connected with some anatomical concepts (types of tissues – muscular tissue, connective tissue, nervous tissue). (2L)</p> <p>12. Teaching, by working on a text, German technical terms connected with the anatomy and the function of the spine and its role in everyday life. Expressing attitude in the German language (agreement, disagreement, expressing advantages and disadvantages, etc.) (2L)</p> <p>13. Teaching, by working on a text, German technical terms connected with the structure and the types of muscles. Teaching, by working on a text, German technical terms connected with the types of muscular contractions. (2L)</p> <p>14. Teaching, by working on a text, German technical terms connected with defining the terms <i>aerob</i> and <i>anaerob</i>, with the heart, as well with the pulmonary/lesser circulation and the systemic/greater circulation, as well as with oxygen transport in human organism. Interpreting a technical text. (2L)</p> <p>15. Teaching, by working on a text, German technical terms connected with naming and describing motor abilities as component of physical fitness. The origin of the term <i>Fitness. Leistungsfähigkeit</i> as a German translation equivalent of the German term <i>fitness</i>. The meaning of the term <i>Fitness</i> in various scientific disciplines. (2L)</p> <p>16. Teaching, by working on a text, German technical terms <i>Kraft, Schnellkraft, Ausdauer, Geschwindigkeit</i> and <i>Schnelligkeit</i>. Comparison of their translation equivalents in Croatian. (2L)</p> <p>Exercises</p> <p>1. Teaching technical vocabulary connected with athletics – athletic events; implements used in athletics; requisites; biomechanics of long jump, etc. and practising the description of long jump, high jump, etc. Exercises aimed at learning technical vocabulary. (2E)</p> <p>2. Revision of tenses in German (<i>Präsens, Präteritum</i> of auxiliaries, of regular and irregular verbs). Revision of tenses (<i>Perfekt</i> of auxiliaries and of other types of verbs). (2E)</p> <p>3. Revision of prepositions with genitive, dative, accusative, and dative and accusative cases. Practising the usage of prepositions with genitive, dative, accusative, and dative and accusative cases. (2E)</p> <p>4. Teaching technical German vocabulary connected with artistic gymnastics (names of pieces of apparatus, pieces of equipment, gymnastic elements in artistic gymnastics as well the names of small hand apparatus in rhythmic gymnastics) and the translation and interpretation of a written technical text focusing on a artistic gymnastics-related topic. Practising technical German vocabulary in artistic gymnastics. (2E)</p> <p>5. Teaching technical German vocabulary connected with the four swimming strokes, swimming competitive events and with scuba and apnea diving as well as with the equipment used in diving. Developing the productive level of the knowledge of the German language as a foreign language for specific purposes – practising argumentation. (2E)</p> <p>6. Teaching technical German vocabulary connected with sweep rowing and sculling (competitive events, terms used to denote competitors in rowing, terms used to denote the oars/sculls, parts of a shell/boat, etc. Practising rowing-specific vocabulary. <i>Das werden-Passiv</i>. Teaching the passive construction. (2E)</p> <p>7. The usage of <i>das werden-Passiv</i> across tenses. Sentences with a modal verb. Usage of <i>das werden-Passiv</i> across tenses. Passive sentences without a subject. (2E)</p> <p>8. Practising the usage of sentences in which passive voice is used that are to be found in a technical text focusing on a basketball-related topic. Teaching technical German vocabulary connected with basic basketball skills, with team performance elements, with types of fouls and violations, with passes, with shots at the basket, with playing positions of players, with the rules of game. (2E)</p>
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	<p>9. Practising the usage of sentences in which passive voice is used that are to be found in a technical text focusing on a basketball-related topic. Practising basketball-specific terminology. (2E)</p> <p>10. Teaching technical German vocabulary connected with the basic skills in team handball, with team performance elements, with types of shots/throws and types of passes, with playing positions of players, with the rules of the game. Translation of a technical text written in German and focusing on a handball-related topic. Interpretation of a text written in the German language. Practising handball-specific German vocabulary. (2E)</p> <p>11. Teaching technical German vocabulary connected with some technical and tactical elements in volleyball, with playing positions of players, with the rules of the game. Developing the productive level of the knowledge of the German language as a foreign language for specific purposes – describing the game in volleyball. (2E)</p> <p>12. Teaching technical German vocabulary connected with the basic skills in football, with the playing positions of players, with the rules of the game. Practising technical football-specific terms. Developing the productive level of the knowledge of the German language as a foreign language for specific purposes - describing the rules of the game. Revision of word order in the independent and dependent clauses. (2E)</p> <p>13. <i>Wenn</i>-sentences. Expressing the cause-and-effect relationship between phenomena. Practising the order of independent and dependent clauses. (2E)</p> <p>14. Teaching technical German vocabulary connected with the basic strokes in tennis, with the description of a tennis court and of tennis equipment, with the rules of the game. Translation of a text focusing on a tennis-related topic from German into Croatian. Interpreting a technical text. Exercises aimed at learning technical vocabulary. (2E)</p> <p>15. Expressing preferences. Practising explanations. (2E)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 13% Tests 29% Written exam 29% Oral exam 29%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Olivier, N., Rockmann, U. (2003). Grundlagen der Bewegungswissenschaft und –lehre. Schorndorf: Karl Hofmann Verlag. (Selected chapters).			5	

	Glovacki-Bernardi, Z. (1996). Osnove njemačke gramatike. Zagreb: Školska knjiga. (Selected chapters).		
	Beyer, E. (1992). Wörterbuch der Sportwissenschaft. Deutsch, Englisch, Französisch. Dictionary of Sport Science. German. English. French. Dictionnaire des Sciences du Sport. Allemand. Anglais. Français. Schorndorf: Verlag Karl Hofmann. (Selected chapters).		
2.12.Optional literature (at the time of submission of study programme proposal)			
2.13.Quality assurance methods that ensure the acquisition of exit competences	Student anonymous survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, Ph.D., (T)	1.6. Year of the study programme	4
1.2. Name of the course	PHYSICAL ACTIVITY AND HEALTH	1.7. Credits (ECTS)	4
1.3. Associate teachers	Maroje Sorić, Ph.D. Danijel Jurakić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	200
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The course has two basic goals. The first goal is to enable students to acquire fundamental theoretical knowledge of influence of physical activity on health and of its role in primary prevention of chronic non-communicable diseases, as well as knowledge of type and intensity, duration and frequency of physical activity necessary for prevention of different chronic diseases (dose-response effect). The second goal of the course is to enable students to acquire theoretical and practical knowledge in the field of physical activity promotion. Knowledge of components of strategies for physical activity promotion, types of interventions for physical activity promotion and effectiveness of these interventions will be acquired. Finally, through practical examples, practical knowledge necessary for implementation of physical activity promotion in schools, sports clubs, sports-recreation centres, companies (workplace), retirement homes, etc. will be acquired.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Functional Anatomy, Basic Kinesiological Transformations, Physiology of Sport and Exercise, Biological Kinanthropology.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Construction of a plan and programme for physical fitness promotion (school, sports-recreation centres, companies (work place), retirement homes, sports clubs, etc.). Organization of professional work (school, sports-recreation centres, companies (workplace), retirement homes, sports clubs, etc.). Promotion of physical activity as an important component of healthy lifestyle.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the role of physical activity in health protection and promotion, - understand determinants of physical activity in different populations, - assure requirements for safe and healthy physical exercise, - apply methods for measurement and assessment of physical activity, - compose intervention programmes for physical activity promotion, - work in team in construction of strategies for physical activity promotion.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Introduction. The relationship between physical activity, components of functional physical fitness and health. (2L) 2. Physiological effects of physical activity on health. (2L) 3. Primary prevention of chronic non-communicable diseases. The role of physical activity in primary prevention. (2L)		

	<p>4. The relationship between cardiovascular fitness and health risk factors for development of chronic cardiovascular and metabolic diseases. (2L+2E)</p> <p>5. Requirements for safe and healthy physical exercise and procedures for prevention of possible complications during exercise. (2L+4E)</p> <p>6. Energy expenditure and its measurement during different physical activities/exercises. Measurement of physical activity level. (2L+4E)</p> <p>7. Physical activity level in different populations. Prevalence of physical inactivity in the world and in Croatia. (2L)</p> <p>8. Determinants of physical activity. (2L+2E)</p> <p>9. Physical activity and quality of life. (2L)</p> <p>10. Dose-response effect of physical activity in prevention of chronic diseases. (2L+2E)</p> <p>11. Characteristics of physical activity for the health of children and adolescents. (2L+2E)</p> <p>12. Types of interventions for physical activity promotion. (2L+4E)</p> <p>13. Physical activity promotion for different populations. (2L+4E)</p> <p>14. Barriers to physical activity. (2L+2E)</p> <p>15. Modelling of strategies for physical activity promotion. (2L+4E)</p>						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities	Regular class attendance, active participation in class.						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(other)		
	Essay		Seminar essay	0.5	(other)		
	Tests	2	Oral exam	0.5	(other)		
	Written exam	(2)	Project	0.5	(other)		
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance – 12.5%</p> <p>Three tests - 50%</p> <p>Seminar essay – 12.5%</p> <p>Oral exam – 12.5%</p> <p>Creation of an intervention programme and its presentation – 12.5%</p> <p>Students who do not meet the prescribed grading criteria during the course, take the integral final exam after completion of the course (written – 50% and oral exam – 50%).</p>						

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Mišigoj-Duraković, M. (1999). Tjelesno vježbanje i zdravlje. Zagreb: Grafos – Kineziološki fakultet.	10	
	2. Mišigoj-Duraković, M. (2012). Tjelesno vježbanje i zdravlje (2. izdanje – u pripremi). Zagreb: Kineziološki fakultet.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Mišigoj-Duraković, M. (2003). Značaj tjelesne aktivnosti i sporta za zdravlje, u: Interna medicina, ur. B. Vrhovac i sur, 3.obnovljeno izdanje. Zagreb: Naprijed, 12-14. 2. Krznarić Ž., Mišigoj-Duraković M, S.Milutinović . (2008). Način života i zdravlje. u: Vrhovac, D. i sur. (ur.) Interna medicina. Zagreb: Medicinska biblioteka, Naklada Ljevak, 9-16. 3. Bouchard, C., Blair, S., Haskell, W. L. (2007). Physical activity and health. Champaign, IL.: Human Kinetics.. 4. Dishman, R. K., Washburn, R. A., Heath, G. W. (2004). Physical activity epidemiology. Champaign, IL.: Human Kinetics. 5. U.S. Department of Health and Human Services (1999). Promoting physical activity: A guide for community action. Champaign, IL.: Human Kinetics 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Mandatory module

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	GENERAL KINESIOLOGICAL TEACHING METHODOLOGY	1.7. Credits (ECTS)	6.5
1.3. Associate teachers	<u>Associate:</u> Zlatko Šafarić, M.Sc., Expert Associate dr.sc. Dario Novak, Ph.D., Research Assistant Vilko Petrić, Ph.D., Assistant <u>Part-time Associates:</u> Assoc. prof.dr.sc. Ivan Prskalo	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (45P+30V)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	200
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To empower the students for the application of theoretical and practical knowledge of General Kinesiological Teaching Methodology. To empower the students for the differential application of general teaching methods knowledge at various levels of the physical and health-related educational-upbringing area. To enable the students to comprehend importance of the physical and health-related educational-upbringing area in the entire system of upbringing and education.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To comprehend the mission of kinesiological theoretical and practical education in the physical and health-related educational-upbringing area. To apply the adopted knowledge to the written preparation for a Physical Education (PE) class. To comprehend meaning of theoretical and practical knowledge in the PE class execution. To know the purpose and directives of work in the physical and health-related educational-upbringing area.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will: <ul style="list-style-type: none"> - know the structure of the PE lesson/class; - understand the process of planning and apply it to physical exercise organization; - be eligible to discriminate and know how to select adequate organizational formations; - be able to plan work loads in PE classes; - acquire knowledge about the process and dynamics of motor skills learning; 		

- be eligible to determine appropriate work methods for physical exercise execution;
- know kinesiology-specific features of education and upbringing;
- be familiarized with premises and equipment necessary for work in the physical and health-related educational-upbringing area.

2.5. Course content broken down in detail by weekly class schedule (syllabus)

Theoretical lectures (2 contact hours are allocated to each topic except for the topic number 23 which is delivered in 1 hour)

1. INTRODUCTION INTO THE KINESIOLOGICAL TEACHING METHODOLOGY. The notion, definition and subject of general kinesiological teaching methodology. The development and structure of kinesiological teaching methodology in Croatia. The objectives of kinesiological teaching methodology. Tasks of kinesiological teaching methodology. Interdisciplinarity of kinesiological teaching methodology.
2. THE PHYSICAL AND HEALTH-RELATED EDUCATIONAL-UPBRINGING AREA IN THE SYSTEM OF UPBRINGING AND EDUCATION. The structure of the educational-upbringing system in the Republic of Croatia. Educational system management. Areas of education and upbringing. The mission and work directives in the physical and health-related educational-upbringing area (educational, kinanthropological, pedagogical directive). Plans and programmes of work.
3. A CLASS OF PHYSICAL EDUCATION (PE). The structure and duration of one PE class. Introduction into the organization of physical exercise (basic positions and distribution of pupils/students over the exercise area). Organizational formations (general and limitation factors in physical exercise organization).
4. SIMPLE ORGANIZATIONAL FORMATIONS. Formations of individuals. Formations of pairs. Formations of threes. Formations of fours. Parallel formation.
5. COMPLEX ORGANIZATIONAL FORMATIONS. Parallel-alternative formation. Successive-alternative formation. Alternative formation. Supplementary exercises.
6. COMPLEX ORGANIZATIONAL FORMATIONS. Circle formation. Station formation.
7. COMPLEX ORGANIZATIONAL FORMATIONS. Lane course formation. Obstacle course (polygon) formation.
8. INTRODUCTION PART OF A PE CLASS. Organization of the introductory part of the class. Execution.
9. PREPARATORY PART OF A PE CLASS. The determination of the number of preparation drills. Components of the preparation drill implementation. Organization of the preparatory part of the class. Its execution.
10. MAIN A PART OF A PE CLASS. Organization of the main A part of the PE class. Its execution (contents acquisition, perfection of the acquired contents, evaluation of the contents acquired).
11. MAIN B PART AND CLOSING PART OF A PE CLASS. Organization and execution of the main B part of the PE class (sports games, relay elementary games, team elementary games). Organization and execution of the PE class closing part.
12. LOADS IN PE CLASSES. Physiological load. Psychological load.
13. KINEZIIOLOGICAL EDUCATION. Theoretical kinesiological knowledge. Motor knowledge/skills (biotic, non-kinesiological, kinesiological motor knowledge/skills).
14. MOTOR LEARNING PROCESS. Motor learning stages (acquisition, initial mastering, advanced mastering, stabilization, automatization). Motor skills learning dynamics. Procedures for the improvement (perfection) of motor knowledge/skills.
15. WORK METHODS. Methods of motor tasks presentation (verbal presentation, problem setting and solving, imitation and dramatization, demonstration).
16. WORK METHODS. Learning methods (synthetic, analytic, combined, situational learning methods and method of visualization).
17. WORK METHODS. Training methods (acquisition/training of the yet unknown motor task, mastering/training of the already known motor task). Exercise methods (interval, variable, continuous exercise methods).
18. WORK METHODS. Safety methods (prevention methods, keeping or guarding methods, helping or assisting methods). Methods of monitoring the process of exercise (exercise monitoring methods, exercise directing methods, exercise interrupting methods).

19. WORK METHODS. Auxiliary procedures of verbal and non-verbal communication.

20. WORK METHODS IN THE FUNCTION OF PHYSICAL EXERCISE IMPLEMENTATION. The written preparation paper for the PE class – teaching topics for the elementary school subject type of instruction. .

21. WRITING THE BIG TRIAL WORK PREPARATION. Objectives, tasks, teaching means and aids, work methods, organizational formations, type of the lesson, course of work, teaching contents selection and organization in the introductory, preparatory, main A, main B and closing part of the PE class.

22. THE MODEL CLASS OF PE. Demonstration of the PE class. Review of the PE class. Analysis of the PE class.

23. KINESIOLOGY-SPECIFIC FEATURES OF EDUCATION AND UPBRINGING. Normal psychological development of pupils/students. The process of socialization. Underage delinquency prevention. Addiction prevention.

24. PREMISES AND EQUIPMENT. Premises. Equipment (teaching means and aids).

EXERCISES (2 contact hours are allocated to each topic)

1. Organization of the PE class beginning and organization, execution and contents of its introductory part.
2. Training of the organization and execution of the introductory part of the PE class.
3. Organization, execution and contents of the preparatory part of the PE class.
4. Training of the organization and execution of the preparatory part of the PE class (preparation drills with requisites: balls, medicine balls, ropes, sticks, dumbbells).
5. Training of the organization and execution of the preparatory part of the PE class (preparation drills with no requisites, preparation drills in pairs, preparation drills with floor ladders, preparation drills on the stall bars, bench preparation drills).
6. Simple organizational formations (individually, in pairs, in threes, in fours, parallelly).
7. Complex organizational formations (parallel-alternative, successive-alternative, alternative).
8. Complex organizational formations (alternative formation with supplementary exercises: utilitarian, compensatory, correctional, relaxing, combined).
9. Complex organizational formations (station and circle).
10. Complex organizational formations (lane courses and polygons).
11. Organization, execution and contents of the main B and closing part of a PE class.
12. Simulation of a PE class teaching delivery (parallel and parallel-alternative formation).
13. Simulation of a PE class teaching delivery (alternative formation and alternative formation with additional exercises).
14. Simulation of a PE class teaching delivery (station and circle formations).
15. Simulation of a PE class teaching delivery (lane course and obstacle course-polygon formation).

2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Regular class attendance and active participation in work.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	2.5	(other)	
	Written exam	2	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 15% Tests: 15% Written exam: 32% Oral exam: 38%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Neljak, B. (2011). Opća kineziološka metodika. Skripta za studente VI. semestra. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.	20	
	2. Neljak, B., Šafarić, Z., Matušan, M. (2011). Pripremne vježbe za edukaciju, sport i sportsku rekreaciju. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.	20	
	3. Markuš, D., Trstenjak, B. (2006). Program za izradu skupova opće pripremnih vježba. CD-ROM, verzija 1.2, Čakovec: Pulsar d.o.o.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Findak, V., Neljak, B. (2008). Stanje i perspektiva razvoja u područjima edukacije, sporta, sportske rekreacije i kineziterapije. u: Findak, V. (ur.) Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske. Zagreb: Hrvatski kineziološki savez, 16-29. 2. Neljak, B., Milanović, D. (2007). Organizacijski, programski i materijalni uvjeti za redovito tjelesno vježbanje djece i mladeži, Zbornik radova „Kondicijska priprema sportaša“, 32-39. 3. Republika Hrvatska (2006). Nastavni plan i program za osnovnu školu. Zagreb: Ministarstvo znanosti obrazovanja i športa. 4. Neljak, B., Findak, V., Jurakić, D., Markuš, D. (2005). Primjena bežičnog mikrofonskog sustava u nastavi tjelesne i zdravstvene kulture. u: Findak, V. (ur.) Zbornik radova 14. ljetne škole kineziologa Republike Hrvatske. Suvremena tehnologija u područjima edukacije, sporta i rekreacije. Zagreb: Hrvatski kineziološki savez, 188-191. 2. Plan i program tjelesne i zdravstvene kulture za gimnazije, tehničke škole i srednje stručne škole (1992). Zagreb: Ministarstvo prosvjete, kulture i športa.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module SPORTS

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Vesna Babić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF TRACK-AND-FIELD	1.7. Credits (ECTS)	7
1.4. Associate teachers	Prof. Dragan Milanović, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire theoretical knowledge and practical skills about movements structures and analysis of different events in track and field and the application of those knowledge and skills in physical education, physical recreation and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire required theoretical knowledge and practical skills related to structural analysis of movements in different track and field events. They will acquire knowledge about hierarchical structure of track and field in the world, Europe and Croatia. They will learn to apply track and field rules in different track and field events and within the different types of competition. They will acquire knowledge about the specificity of applying competitions in different age categories. Acquired theoretical knowledge and practical skills will enable students to implement the results of biomechanical researches performed in different track and field events into the practical work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the role of and significance of track and field in physical education, sport, physical recreation and rehabilitation - apply acquired knowledge in conduction and organization of school competition in track and field and competition in younger age categories - analyse efficiency criteria of particular track and field event technique in relation to the competition result - explain the structural phases of particular track and field events		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures and exercises 1. The history of rules and organization of track and field competitions. Hierarchical structure of the international track and field organization (IAAF). Appearance and the development of track and field and track and field competitions in Croatia and in		

	<p>the world. Distribution of track and field according to groups and events and the classification of the track and field events. (4L+4E)</p> <p>2. Kinesiological (structural and biomechanical) analysis. Analysis of biomechanical parameters and their application in practical work of:</p> <ul style="list-style-type: none"> - high jump (2L+2E) - long jump (2L+2E) - pole vault (2L+2E) - triple jump (2L+2E) - shot put (2L+2E) - discus throw (2L+2E) - javelin throw (2L+2E) - hammer throw (2L+2E) - walking and sport walking (2L+2E) - sprinting (2L+2E) - middle- and long distance running (2L+2E) - running hurdles (2L+2E) - running relay (2L+2E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests		Oral exam	2	(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance and active participation – 10% Written exam – 30% Seminar essay – 30% Oral exam – 30%					

	Title	No. of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	20	
	2. Međunarodna pravila za atletska natjecanja. Zagreb: Hrvatski atletske savez (IAAF Competition rules 2010 -2013: http://www.iaaf.org/mm/Document/Competitions/TechnicalArea/05/47/81/20091027115916_httppostedfile_CompRules2010_web_26Oct09_17166.pdf)	20	
	3. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Antekolović, Lj., Baković, M. (2008). Skok u dalj. Zagreb: Miš. 2. Bosch, F., Klomp, R. (2005). Running, Biomechanics and Exercise Physiology Applied in Practise. Elsevier. 3. Cavanagh, P. R. (1990). Biomechanics of distance running. Champaign, Illinois: Human Kinetics Books. 4. Čoh, M. (2008). Biomechanical diagnostic methods in athletic training. Ljubljana: Faculty of sport, Institute of Sport, Institute of kinesiology. 5. Šnajder, V. (1997). Na mjesta pozor... Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Čedomir Cvetković, M.Sc, Senior Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF WRESTLING	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist.Prof. Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of Kinesiological analysis of wrestling course is to educate high-quality professional staff with special knowledge related to structural and biomechanical characteristics of all phases and subphases of sports activity, that altogether create structures of movements and structures of situations in wrestling (classic, free and grappling style).		
2.2. Course enrolment requirements and entry competences required for the course	Completed wrestling class.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing the course Kinesiological analysis of wrestling students will acquire proficiency in special knowledge and skills important for defining structures of movement and structures of situation in: - physical education of wrestling – mandatory and extracurricular contents - competitive wrestling - working with specific populations (athletes from different sports in which wrestling techniques can be applied, military and police).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students acquire knowledge about: - the constitution of wrestling in Croatia and the world - basic characteristics and classification of structures of movement and structures of situations - biomechanical characteristics of structures of movement in wrestling - anatomical analysis of wrestling - analysis of standard parameters of performance in wrestling - kinesiological analysis of wrestling tactics - kinesiological analysis of advanced groups of techniques from classical, free and grappling wrestling styles - kinesiological analysis of advanced specific wrestling exercises in pairs (pulling, pressing and various types of carrying partners), falls and wrestling bridge exercises.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. The constitution of wrestling in Croatia and the world (2L)		

	<p>2. The analysis of wrestling: basic characteristics and classification of structure of movements and structure of situations. Structural analysis of wrestling: identification of typical structures, phases, moving subphases and structural units, analysis of offensive and defensive phase. Biomechanical characteristics of moving structures (kinematic, dynamic and electromyographic). Modelling based on biomechanical parameters. The influence of biomechanical characteristics on performance and results in wrestling. (2L)</p> <p>3. Anatomical analysis of wrestling. Engagement of muscles, muscle groups and joints during movements. Types of muscular exertion. Functional analysis of wrestling – domination of particular energy supply processes. Diet and body weight regulation of wrestlers and influence of diet and body weight regulation on muscle exertion and energy supply processes. (2L)</p> <p>4. The analysis of standard parameters of performance in wrestling. Analysis of trends of competition results. Registration and evaluation of technique performance. Parameters of technical performance. The influence of techniques efficiency on competitions, their frequencies, and evaluation in relation to the final score on the competition. (2L)</p> <p>Theoretical-practical lectures and exercises</p> <p>1. Kinesiological analysis of wrestling tactics. Definition of wrestling strategy and tactic. Tactical formation of a bout: offensive, defensive and counterattacking tactics. Tactics of wrestling with different opponents. Making a strategic wrestling plan. Analysis of wrestling tactics on the big international and national competitions (individual and team). Registration and evaluation of tactical efficiency. The influence of rules on selection of technical-tactical activities. (2TPL+2E)</p> <p>2. Kinesiological analysis of tactical preparation of combat in stand-up position (2TPL+4E)</p> <p>3. Kinesiological analysis of tactical preparation of combat in the floor position (2TPL+4E)</p> <p>4. Kinesiological analysis of advanced group of techniques from classic wrestling style in stand-up position – from highly slid one or both hands (2TPL+2E)</p> <p>5. Kinesiological analysis of advanced group of techniques from classic wrestling style in stand up position – from "outer grip" (2TPL+2E)</p> <p>6. Kinesiological analysis of advanced group of techniques from classic wrestling style in the floor position – lifting and turning (2TPL+4E)</p> <p>7. Kinesiological analysis of advanced group of techniques from classic wrestling style in the floor position – defences from lifting and turning (2TPL+4E)</p> <p>8. Kinesiological analysis of advanced group of techniques from free wrestling style in stand-up position (2TPL+2E)</p> <p>9. Kinesiological analysis of advanced group of techniques from free wrestling style in floor position (2TPL+2E)</p> <p>10. Kinesiological analysis of advanced group of techniques from grappling wrestling style in floor position (2TPL+2E)</p> <p>11. Kinesiological analysis of advanced specific wrestling exercises in pairs (pulling, pressing and various types of carrying partners), falls and wrestling bridge exercises (2TPL+2E)</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures				
2.8. Student responsibilities	30 hours of extra practical work within Faculty of Kinesiology classes and wrestling clubs. Students are required to write seminar essays related to Kinesiological analysis of wrestling.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	3.0	
	Experimental work		Report	(other)		
	Essay		Seminar essay	(other)		
	Tests	0.5	Oral exam	2.5	(other)	
	Written exam		Project	(other)		
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 7% Oral exam 36% Practical training 43%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.			40		
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.			15		
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.			15		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cvetković, Č., Marić, J., Marelić, N. (2005). Technical efficiency of wrestlers in relation to some anthropometric and motor variables. <i>Kinesiology</i> , 37 (1), 74 – 83. 2. Kraemer, W. J., Fry, A. C., Rubin, M. R., McBride, T. T., Gordon, S. E., Koziris, L. P., Lynch, J. M., Volek, J. S., Meuffels, D. E., Newton, R. U., Fleck, S. J. (2001). Physiological and Performance Responses to Tournament Wrestling. <i>Med. Sci. Sports. Exerc.</i> , 33 (8): 1367-1378. 3. Marić, J., Kuleš, B., Jerković, S., Blašković, M., Cvetković, Č. (1996). Dijagnosticiranje i prognoziranje sportskih rezultata u hrvanju grčko-rimskim načinom. Zbornik radova III. Konferencije o sportu Alpe-Jadran, Rovinj. 4. Shahmuradov, Jn. A. (1996). Free style wrestling. Rome: FILA. 5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF SAILING	1.7. Credits (ECTS)	7
1.3. Associate teachers	<u>Part-time associates:</u> Nikola Prlenda, Mag. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrative	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To provide students with the basic theoretical knowledge and practical skills about the moving structures, teaching and training methods, and to establish criteria for the acquisition level quality evaluation of sailing techniques. To point out the application values of enumerated sports in the field of physical education, physical recreation and agonistics.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Water Sports course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Based on acquired knowledge from the Kinesiological analysis of sailing course students will be able to successfully demonstrate, define, and analyze particular sailing techniques in particular sailing class and to competently evaluate the acquisition level of a certain sailing technique – sailing class.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Within the elective module Sailing, by completing the Kinesiological analysis course, students will acquire knowledge on:</p> <ul style="list-style-type: none"> - basic kinesiological and anthropological characteristics; - structure analysis of a particular sailing class (singlehanded, doublehanded and multihanded); - biomechanical analysis of sailing in particular sailing classes - functional analysis of sailing in particular sailing classes - anatomical analysis of sailing in particular sailing classes - technical and tactical demands of sailing in different sailing classes 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (30 classes)</p> <ol style="list-style-type: none"> 1. The history, organization and the rules of the sailing regattas in the world and in Croatia, the influence of the rules on the evolution of the vessels and regattas types, active rules and refereeing (4L) 2. Kinesiological analysis and motor improvements of sailing techniques, analysis of moving structures in different sailing classes (singlehanded, doublehanded and multihanded) (4L) 3. Kinesiological analysis of changing sailing direction in the windward quadrant (2L) 		

	<p>4. Kinesiological analysis of changing sailing direction in the leeward quadrant (2L)</p> <p>5. Kinesiological analysis of changing sailing direction from one tack to the other in the windward quadrant (2L)</p> <p>6. Kinesiological analysis of changing sailing direction from one tack to the other in the leeward quadrant (2L)</p> <p>7. Biomechanical analysis, the characteristics of sailing: singlehanded, doublehanded and multihanded (kinematic, dynamic, anatomical and the structure of phases) (2L)</p> <p>8. The types of competitions, Olympic triangle, navigational sailing (2L)</p> <p>9. The analysis of start techniques and tactics, windward leg (triangle, pole), half-stern and stern legs, the finish (4L)</p> <p>10. Methods, procedures and measuring instruments for the analysis of sailing. Video and visual analysis of the sailing technique: onehanded, twohanded and multihanded (2L)</p> <p>11. The evaluation of technical and tactical acquisition level quality of competition sailing in different classes and regattas legs (4L)</p> <p>Exercises (30 classes)</p> <p>1. Kinesiological analysis and motor skill improvement of sailing techniques in onehanded sailboat (2E)</p> <p>2. Kinesiological analysis and motor skill improvement of beating windward (doublehanded, multihanded) (2E)</p> <p>3. Kinesiological analysis and motor skill improvement of bearing away (doublehanded, multihanded) (2E)</p> <p>4. Kinesiological analysis and motor skill improvement of attacking sailing technique (doublehanded, multihanded) (4E)</p> <p>5. Kinesiological analysis and motor skill improvement of jibing sailing technique (doublehanded, multihanded) (4E)</p> <p>6. Kinesiological analysis and motor skill improvement of sailing sharply into the wind, reaching, with half-stern wind, stern wind (doublehanded, multihanded) (4E)</p> <p>7. Kinesiological analysis and motor skill improvement of steering technique and tilt steering technique (doublehanded, multihanded) (2E)</p> <p>8. Kinesiological analysis and motor skill improvement of spinnaker sailing (doublehanded, multihanded) (2E)</p> <p>9. Kinesiological analysis and motor skill improvement of technical and tactical start elements, buoy No1, buoy No2, buoy No3, finishing buoy (doublehanded, multihanded) (2E)</p> <p>10. Kinesiological analysis and motor skill improvement of regatta sailing in the "Olympic triangle", "match race" sailing and "navigational sailing" (4E)</p> <p>11. Regattas monitoring and the evaluation of the technical and tactical start elements efficiency, buoy turns, finishing in onehanded and multihanded sailboat (2E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p> <p>Kinesiological analysis and motor skill improvement</p>			
2.8. Student responsibilities	All classes attendance.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1	Oral exam	1	(other)	

<i>ECTS credits is equal to the ECTS value of the course)</i>	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 29% Tests 14% Written exam 29% Seminar essay 14% Oral exam 14%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.			5		x
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.			5		x
	3. Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237. 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF JUDO	1.7. Credits (ECTS)	7
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrative	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of Kinesiological analysis of judo course is to educate high-quality professional staff with special knowledge related to structural and biomechanical characteristics of all phases and subphases of sports activity, that altogether create structures of movements and structures of situations in judo.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Judo course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing the course Kinesiological analysis of judo students will attain special knowledge and skills important for defining structures of movements and structures of situations in: <ol style="list-style-type: none"> 1. physical education of judo – mandatory and extracurricular contents 2. competitive judo – bouts 3. competitive judo – kata 4. physical recreation 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will attain knowledge on techniques characteristics: of stances; of grips; of movements; of falls; throws and defences from throwing techniques; holding techniques and defence from holding techniques; joint locks and chokes		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (each topic is covered with 2L+2E) <ol style="list-style-type: none"> 1. Kinesiological analysis of stances 2. Kinesiological analysis of gripping techniques 3. Kinesiological analysis of moving techniques 4. Kinesiological analysis of falling techniques 5. Kinesiological analysis of throwing techniques 6. Kinesiological analysis of holding techniques 7. Kinesiological analysis of joint locks techniques 8. Kinesiological analysis of choking techniques 9. Transition into the floor position 10. Technical complexes in stand-up position 11. Technical complexes in floor position 12. The structures of situations in stand-up and floor position 13. The directions of imbalance and uke movements on the mat 		

	14. Renraku Waza – combinations of throwing techniques 15. Renzoku Waza – combinations of throwing techniques					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures		2.7. Comments:	
2.8. Student responsibilities	30 hours of practice on the Faculty of Kinesiology and a judo club. Students are obliged to participate in writing seminars related to kinesiological analysis of judo.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research		Practical training	3.0
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	2.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 7% Oral exam 36% Practical training 43%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.			300		
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.			5		
	3. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.			5		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić H., Milanović, D., Vuleta, D. (2002). Differences in the speed of learning particular judo throwing techniques. <i>Kinesiology</i> , 34(2002)2: 169-181. 2. Sertić, H.(1993) Utjecaj longitudinalne dimenzionalnosti tijela na uspjeh u izvođenju nekih bacanja u judu. <i>Hrvatski športskomedicinski vjesnik</i> ;8 (1) 10-16. 3. Sertić H. (1995): Metodski postupci uvježbavanja judo tehnike u stojećem stavu. <i>Edukacija, rekreacija i sport</i> , 4 (9 – 10): 8-9. 4. Sertć, H., Budinščak, M., Segedi, I. (2006). Prijedlog kriterija za procjenu znanja tehnike judo bacanja pri polaganju za pojaseve. <i>Budo internacional</i> br.43/44 (72). 5. Sertić, H., Segedi, I., Barić, B. (2007). Prijedlog programa dodatne nastave borilačkih sportova u okviru tzk na visokim učilištima, srednjim i osnovnim školama. u: Findak, V. (ur.) <i>Zbornik radova 16. ljetne škola kineziologa Republike Hrvatske, Poreč, 19. – 23. 06. 2007. Zagreb: Hrvatski kineziološki savez, 497-501.</i>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF BASKETBALL	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assoc. Prof. Damir Knjaz, Ph.D. Tomislav Rupčić, Ph.D., senior assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary goal of the Kinesiological analysis in basketball elective module course is the theoretical and practical improvement and extension of already acquired knowledge from the field of technical and tactical analysis of basketball. During the course students will be introduced with the structural analysis of basketball, the structure of the team, necessary technical and tactical abilities and knowledge of certain position players, the influence of the game rules on the technique and tactics, and the coaching of the team in the game.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Basketball course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	On the course Kinesiological analysis of basketball student will attain knowledge that will enable them to successfully demonstrate, identify, differentiate and analyse elements of basketball techniques and tactics, and its application in practical work. Students will also be qualified for autonomous coaching of a basketball team on different school competitions, but also on the club level competitions.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - identify and analyse technical elements of basketball - identify and analyse tactical elements of basketball - form a basketball team in accordance to technical-tactical criteria of a particular playing position - conduct training process and to coach a basketball team at any competition level		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures, theoretical practical lectures and exercises 1. The approach to kinesiological analysis of basketball, review of the technique and tactics development with tendencies of the game development (2L) 2. The structure of the team, technical and tactical skills and knowledge of players playing on particular playing position in the team, coaching team in the game (2L) 3. Kinesiological analysis and motor skills improvement of basic and offensive stance with the ball and the pivot techniques (1TPL+1E) 4. Kinesiological analysis and motor skill improvement of ball dribbling on the spot and in the linear movement (1TPL+1E) 5. Kinesiological analysis and motor skill improvement of short-distance throw in and dribbling start (1TPL+2E)		

	6. Kinesiological analysis and motor skill improvement of passing and receiving the ball on the spot and in linear movement (1TPL+2E) 7. Kinesiological analysis and motor skill improvement of defensive stances and movement in the stances (1TPL+1E) 8. Kinesiological analysis and motor skill improvement of changing the moving direction and moving tempo with the ball and without the ball (1TPL+1E) 9. Kinesiological analysis and motor skill improvement of stopping after receiving the ball and after dribbling (1TPL+1E) 10. Kinesiological analysis and motor skill improvement of jump shot and one hand chest shot from the spot (1TPL+2E) 11. Kinesiological analysis and motor skill improvement of screening technique and offensive and defensive rebound (1TPL+1E) 12. Kinesiological analysis and motor skill improvement of counterattack and counterattack defence (2TPL+2E) 13. Kinesiological analysis and motor skill improvement of individual tactics of players in the defence and offence (1TPL+1E) 14. Kinesiological analysis and motor skill improvement of the group tactics of players in the offence and defence (blocks and block defences) (2TPL+2E) 15. Kinesiological analysis and motor skill improvement of the team tactics of players in the defence: - man to man and man to man pressing (2TPL+2E) - zone defence and zone pressing (2TPL+2E) - combined defence (2TPL+1E) 16. Kinesiological analysis and motor skill improvement of team tactics of players in the offence: - offence on man to man and pressing defence (2TPL+2E) - offence on zone defence and zone pressing (2TPL+2E) - offence on combined defence (2TPL+2E) 17. Coaching team in the game (2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 14% Seminar essay 14% Oral exam 29% Practical training 29%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Tocigl, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.		
	2. Matković, B., Knjaz, D., Čosić B. (2003). Smjernice fizičke pripreme u košarci. u: Milanović, D., Jukić, I. (ur.) Zbornik radova Međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike, Zagreb, 21. i 22. veljače 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 390-394.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Wissel, H. (1994). Basketball: Steps to Success. Champaign: Human Kinetics. 2. Dežman, B. (1997). Košarka v osnovnoj šoli. Ljubljana: VŠTK. 3. Matković, B. (2006). Skok za odbijenom loptom od koša – dio taktike igre u obrani i napadu. Time out, VII(13): 2-3. 4. Knjaz, D., Matković, B., Matković, B. R. (2002). Individualni rad u mini košarci. u: Milanović, D, Heimer, S., Jukić, I., Kulier, I., Matković, B. (ur.), Zbornik radova Znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“, u sklopu 11. zagrebačkog sajma sporta i nautike, Zagreb, 22. i 23. veljače 2002. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 54-56. 5. Krause, J., Meyer, D., Meyer, J. (1999.). Basketball skills and drills. USA: Human Kinetics.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	4 / 5
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF FOOTBALL	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	45
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to introduce the students with the history, rules and organization of the football competition and structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in football.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire a high level knowledge which will enable them a conduction of the most complicated propositions in the field of selected sport (football) at all levels. They will acquire knowledge on the results of scientific researches about the structural and biomechanical characteristics of the sport. Students will be qualified to apply acquired knowledge and skills in all forms of practical activities.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of the football game within the different sport classifications, explain and demonstrate basic knowledge about football techniques, basics of tactics, identify influences and contributions of particular motor knowledge and skills on performance in the football game or game segments and on the other hand the influence of football training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> History, organization and rules of football. The appearance and development of football in Croatia and in the world. The constitution of football in Croatia (Croatian Football Association, CFA), Europe and world (FIFA and UEFA) The influence of the rules on the development of technical-tactical characteristics of the football game Kinesiological analysis of football, the analysis of moving structure of football Structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in football: analysis of movement without the ball in the offensive phase Structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in football: analysis of movement with the ball in the offensive phase Structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in football: analysis of movement without the ball in the defensive and offensive phase Saving techniques (goalkeeper) 		

9. Kinesiological analysis of football tactics
 10. Kinesiological analysis of different systems offensive tactics
 11. The concept of kinesiological analysis of different systems of tactics in the defensive phase
 12. Types of measuring instruments for football analysis (video and visual analysis, different techniques)
 13. The evaluation of football technique efficiency, the frequency and evaluation of techniques in relation to the final score in the game
 14. Methods and procedures for the analysis of tactical activity (statistical analysis)
 15. The application of structural and biomechanical analysis research results in football
- Exercises** (each topic is covered with 2 classes)
1. Analysing and solving the exam questions of the football referees' tests
 2. Field work – the inspection of clubs' constitution and the constitution of the Association with following discussion
 3. Team, elementary and relay games with modified rules
 4. Introductory (basic) technique exercises for players with the ball and without the ball
 5. Advanced and specific technique exercises without the ball in the offensive phase
 6. Advanced and specific technique exercises with the ball in the offensive phase
 7. Advanced and specific technique exercises in the defensive phase
 8. Saving techniques improving exercises (goalkeeper)
 9. Introductory exercises of individual, group and team tactics
 10. Exercises of individual, group and team tactics in the offensive phase
 11. Exercises of individual, group and team tactics in the defensive phase
 12. Field work (collection, data entry, processing, analysis and interpretation of technical activity parameters)
 13. Field work (collection, data entry, processing, analysis and interpretation of tactical activity parameters)
 14. Collecting data using methods: 1) paper-pencil, 2) notational analysis programme
 15. Application of structural and biomechanical analysis research results in football

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet	
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory	
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor	
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)	
	<input checked="" type="checkbox"/> field work		

2.8. Student responsibilities Regular class attendance and active participation.

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3	(other)	
	Tests		Oral exam	3.5	(other)	
	Written exam	0.3	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 2% Written exam 3% Seminar essay 45% Oral exam 50%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Barišić, V. (2007). Kineziološka analiza taktičkih sredstava u nogometnoj igri. Kineziološki fakultet, Zagreb: Doktorska disertacija.		
	2. Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Dujmović, P. (1997). Fizička priprema nogometaša. Zagreb: Zagrebački nogometni savez – zbor trenera. 2. Elsner, B. (1985). Metodika rada s fudbalerima: specifične motoričke sposobnosti fudbalera. Beograd: Sportska knjiga. 3. Pravila nogometne igre (1994). Zagreb: Hrvatski nogometni savez.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF VOLLEYBALL	1.7. Credits (ECTS)	7
1.3. Associate teachers	Tomislav Đurković, Ph.D., senior assistant Tomica Rešetar, Ph.D., senior assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
2.5. Status of the course	Elective module	1.10. E-learning application level (level 1, 2, 3), % of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire necessary theoretical knowledge from the history and the rules of volleyball, structural, biomechanical, functional and anatomical analysis in volleyball.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Volleyball course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire necessary theoretical knowledge from the history and the rules of volleyball, structural, biomechanical, functional and anatomical analysis in volleyball.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Completing the class students will acquire knowledge of: <ul style="list-style-type: none"> - the history of volleyball; - the rules of volleyball; - structural analysis of volleyball - biomechanical analysis of volleyball - functional analysis of volleyball - anatomical analysis of volleyball 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (each topic is covered with 2L+2E) <ol style="list-style-type: none"> 1. History of volleyball in the world and in Croatia, the rules of volleyball and beach volleyball 2. Structural analysis of the Complex 1 3. Structural analysis of the Complex 2 4. Biomechanical analysis of Complex 1 technical-tactical elements in volleyball 5. Biomechanical analysis of Complex 2 technical-tactical elements in volleyball 6. Energy demands in volleyball 7. Anatomical analysis of moving structures in volleyball 8. Kinesiological analysis of individual tactics 9. Kinesiological analysis of team tactics 10. Kinesiological analysis of specific forms of tactical activity in the 6:0 rotation system 11. Kinesiological analysis of specific forms of tactical activity in the 4:2 rotation system 12. Kinesiological analysis of specific forms of tactical activity in the 4:2 rotation system (setters come from the second line) 		

	13. Kinesiological analysis of specific forms of tactical activity in the 5:1 rotation system 14. Methods and procedures for the analysis of tactical activity (statistical analysis) 15. The evaluation of technical-tactical efficiency in volleyball, the frequency and evaluation of technical and tactical elements in relation to the final score on the competition					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation in class, regular tests taking and seminar essay writing.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research		Practical training	2.0
	Experimental work		Report		(other)	
	Essay		Seminar essay	2.0	(other)	
	Tests		Oral exam		(other)	
	Written exam	2.0	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 15% Written exam 28% Seminar essay 27% Practical training 30%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Janković, V., Marelič, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.					
	2. Marelič, N., Marelič, S., Đurković, T., Rešetar, T. (2008) Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
	3. Službena pravila odbojke. (2011). Zagreb: Hrvatski odbojkaški savez.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelič, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF SWIMMING	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire necessary theoretical knowledge and practical skills on all segments of swimming events as are the start, swim turn, split time, stroke frequency with all time-spatial parameters.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Swimming course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire necessary theoretical knowledge and practical skills regarding the basic parameters of water characteristics, propulsive and retropulsive segments in body motion through the water as to be able to transfer that knowledge into all segments of physical education plan and programme, non-swimmers training or top-level swimmers training.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Expected learning outcomes at the level of the course:</p> <ul style="list-style-type: none"> - Water characteristics - Characteristics of body motion through the water - Propulsive and retropulsive segments in swimming - Time-spatial analysis of swimming in all techniques - Time-spatial analysis of the start in all techniques - Time-spatial analysis of swim turn in all techniques - Analysis of the race in all events 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises (each topic is covered with 2L+2E)</p> <ol style="list-style-type: none"> 1. Water characteristics 2. Moving of body through the water 3. Forces acting upon the body in the water while moving 4. Resistances acting upon the body in the water while moving 5. Time-spatial analysis of the crawl technique 6. Time-spatial analysis of the backstroke technique 7. Time-spatial analysis of the breaststroke technique 8. Time-spatial analysis of the butterfly technique 		

	9. Time-spatial analysis of the start in the crawl and the backstroke swimming technique 10. Time-spatial analysis of the start in the breaststroke and the butterfly swimming technique 11. Time-spatial analysis of the swim turn in the crawl and the backstroke swimming technique 12. Time-spatial analysis of the swim turn in the breaststroke and the butterfly swimming technique 13. Time-spatial analysis of the medley swimming 14. Analysis of the stroke frequency 15. Analysis of the stroke length				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Students are obligated to attend classes pursuant to the Faculty of Kinesiology statute.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1.0	(other)
	Tests	2.0	Oral exam		(other)
	Written exam	3.0	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 29% Seminar essay 14% Written exam 43%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Volčanšek, B. (2002). Bit plivanja. Fakultet za fizičku kulturu Sveučilišta u Zagrebu. Zagreb.				
	2. Leko, G. (2008). Slobodni način plivanja: Sveučilišni priručnik. Zagreb: Promo FIT.				
	3. Maglischo, E.W. (2003) Swimming Fastest. California: Human Kinetics.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. www.swim.ee				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF RHYTHMIC GYMNASTICS	1.7. Credits (ECTS)	7
1.3. Associate teachers	Josipa Radaš, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the Kinesiological analysis in rhythmic gymnastics is a theoretical, theoretical-practical and practical acquaintance of students with the information related to the technique elements of rhythmic gymnastics. Likewise, the goal of the course is to teach students to describe and identify the criteria for the acquisition level quality evaluation of rhythmic gymnastics techniques.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Rhythmic gymnastics class.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire high level competence in conducting the most complex activities in the field of selected sport at all levels. They will acquire knowledge on the results of the scientific studies related to the structural and biomechanical characteristics of a sport, anthropological characteristics important for successful performance, and programming and controlling of the training process principles. They are qualified to apply acquired knowledge and skills into the all forms of everyday practical work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - master methodological procedures used for teaching complex technical elements in rhythmic gymnastics - notice errors during performance of more complex techniques in rhythmic gymnastics - retrieve methods for improving performance techniques in rhythmic gymnastics - analyse and identify criteria for acquisition level quality evaluation of techniques in rhythmic gymnastics		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. The history, organization and the rules of rhythmic gymnastics (1L) 2. Appearance and the development of rhythmic gymnastics in Croatia and in the world (1L) 3. Rhythmic gymnastics as an Olympic sport (1L) 4. The constitution of rhythmic gymnastics in Croatia (Croatian Olympic Committee) and in the world (FIG) (1L) 5. The evaluation of technical efficiency in rhythmic gymnastics, the frequency and evaluation of technical elements in relation to the final score on the competition (8L)		

	<p>6. Analysis of body movement structures and moving structures with apparatus (8TPL)</p> <p>7. Criteria for selection and composition of the team and exercise routines (the team composition, apparatus combinations, changes, formations, music) (4L)</p> <p>8. Video and visual analysis of an individual and team routine. Analysis of music and basic choreography (6L)</p> <p>Exercise</p> <p>1. Kinesiological analysis and motor skill improvement of body elements (10E)</p> <p>2. Kinesiological analysis and motor skill improvement of ball elements (4E)</p> <p>3. Kinesiological analysis and motor skill improvement of rope elements (4E)</p> <p>4. Kinesiological analysis and motor skill improvement of hoop elements (4E)</p> <p>5. Kinesiological analysis and motor skill improvement of club elements (4E)</p> <p>6. Kinesiological analysis and motor skill improvement of ribbon elements (4E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	All types of class attendance.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	2	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 14%</p> <p>Tests 30%</p> <p>Written exam 14%</p> <p>Seminar essay 14%</p> <p>Oral exam 14%</p> <p>Practical training 14%</p>					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. FIG Pravilnik za ocjenjivanje ritmičko-sportske gimnastike. Federation International of Gymnastic		Yes
	2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
	3. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Furjan-Mandić, G. (2000). Klasifikacija elemenata tehnike u ritmičkoj gimnastici. (Disertacija). 9-44, 130-140. 2. Furjan-Mandić, G. (2007). Ritmička gimnastika. Priručnik. Kineziološki fakultet Sveučilišta u Zagrebu. 3. Vaganova, A. (1977). Osnovi klasičnog baleta. Beograd: Sportska knjiga.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF HANDBALL	1.7. Credits (ECTS)	7
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to introduce students with the history, the rules and organization of handball competitions as well with the structural and biomechanical (kinematic and dynamic) characteristics of technical and tactical elements in handball.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Handball class.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Student will acquire high-level knowledge which will enable him/her to conduct the most complex activities in the field of selected sport (handball) at all levels. Student will acquire knowledge on the results of the scientific studies related to the structural and biomechanical characteristics of a sport. Student is qualified to apply acquired knowledge and skills into the all forms of everyday practical work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of handball in different sports classifications, demonstrate and explain basic knowledge on handball techniques, basics of tactic, indentify influences and contributions of particular motor knowledge and skills on performance in the handball game or game segments and on the other hand the influence of handball training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> History, organization and rules of handball. The appearance and development of handball in Croatia and in the world. Handball as an Olympic sport. The constitution of handball in Croatia (Croatian Handball Association, CHA), Europe (EHF) and world (IHF) The influence of the rules on the development of technical-tactical characteristics of the handball game Kinesiological analysis of handball, the analysis of moving structure of handball techniques, handball stances, movements and starting positions Structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in handball: analysis of movement without the ball in the offensive phase: basic stances, basic and specific movements, start and basic velocity of a direction change, stopping, jumps and landings Structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in handball: analysis of movement with the ball in the offensive phase: stances, ball grips, movements, ball receives, ball throws (passing and shooting), fakes, rebounds and ball take-overs Structural and biomechanical (kinematic and dynamic) characteristics of technical-tactical elements in handball: analysis of movement without the ball in the defensive phase: basic stances, defence stance moving, defence stance moving 		

	<p>direction change, transformation from the defence stance moving to basic moving, stopping and landings after defence actions, faking</p> <ol style="list-style-type: none"> 8. Saving techniques (goalkeeper) 9. Kinesiological analysis of handball tactics 10. Kinesiological analysis of individual, group and team tactics in the defensive phase 11. The concept of kinesiological analysis of individual, group and team tactics in the defensive phase 12. Types of measuring instruments for handball analysis (video and visual analysis, different techniques) 13. The evaluation of handball technique efficiency, the frequency and evaluation of techniques in relation to the final score in the game 14. Methods and procedures for the analysis of tactical activity (statistical analysis) 15. The application of structural and biomechanical analysis research results in handball <p>Exercises (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Analysing and solving the exam questions of the handball referees' tests 2. Field work – the inspection of clubs' constitution and the constitution of the Association with following discussion 3. Team, elementary and relay games with modified rules 4. Introductory (basic) technique exercises for players with the ball and without the ball 5. Advanced and specific technique exercises without the ball in the offensive phase 6. Advanced and specific technique exercises with the ball in the offensive phase 7. Advanced and specific technique exercises in the defensive phase 8. Saving techniques improving exercises (goalkeeper) 9. Introductory exercises of individual, group and team tactics (endless loops, elementary game and similar) 10. Exercises of individual, group and team tactics in the offensive phase 11. Exercises of individual, group and team tactics in the defensive phase 12. Field work (collection, data entry, processing, analysis and interpretation of technical activity parameters) 13. Field work (collection, data entry, processing, analysis and interpretation of tactical activity parameters) 14. Collecting data using methods: 1) paper-pencil, 2) notational analysis programme 3) Wige system 15. Application of structural and biomechanical analysis research results in handball 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular class attendance, active participation in the class.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	3	(other)	
	Tests		Oral exam	3.5	(other)	
	Written exam	0.3	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 2% Written exam 3% Seminar essay 45% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.					
	2. Rules of the Game (Indoor Handball) (2010). službene stranice International Handball Federation IHF (http://ihf.info/files/Uploads/NewsAttachments/0_RuleGame_GB.pdf) na hrvatskom dostupno: Međunarodna pravila rukometne igre (2010). http://www.uhrs.hr/pravila.pdf					
	3. Šimenc Z., Pavlin, K., Vuleta, D. (1998). Osnove taktike rukometne igre, Zagreb: Fakultet za fizičku kulturu.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Ohnjec, K., Antekolović, Lj., Gruić, I. (2010). Comparison of kinematic parameters of jump shot performance by female handball players of different ages. Acta Kinesiologica 4 (2); 33-40. 2. Rogulj, N. (2009). Modeli taktike u rukometu . Split: Grifon. 3. Vuleta, V., Vuleta, D., Mi., Vuleta, D. (2008). Analiza učinkovitosti vratara Hrvatske rukometne reprezentacije na Svjetskom prvenstvu 2003. u Portugalu. u: Findak, V. (ur.), Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske „Stanje i perspektive razvoja u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 24. – 28. lipnja 2008. 585-590. 4. Gruić, I., Vuleta, D., Milanović, D. (2006). Performance indicators of teams at the 2003 Men's World Handball Championship in Portugal. Kinesiology, 38(2), 164-175. 5. Vuleta, D., Milanović, D. (2002). Vrednovanje tehničko-taktičkih u odosu na igračka mjesta u rukometu . XXXVI seminar za rukometne trenere, Pula (str. 187-205)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF SKIING	1.7. Credits (ECTS)	7
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary objective pertains to the theoretical, theoretical-practical and practical introduction to elements of varying skiing techniques. The secondary objective pertains to an attempt to enable a student to independently recognize and differentiate between various skiing techniques. Finally, the tertiary objective is to prepare a student to adequately describe and recognize the criteria used for the evaluation of the level of alpine skiing technique performance.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Skiing</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire knowledge that will enable them to successfully present, recognize, discriminate and analyze the elements of specific skiing techniques. Also, students will be able to devise and describe the criteria for the level of alpine skiing technique performance.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>A student will be able to:</p> <ul style="list-style-type: none"> - analyze the elements of skiing techniques, - teach pupils and/or students about alpine skiing elements - recognize and discriminate between various skiing elements, - recognize and analyze the criteria used for the assessment of skiing technique performance level. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (each lecture takes 2 hours to complete)</p> <ol style="list-style-type: none"> 1. Alpine skiing and historical development of skiing techniques. 2. Basic skiing motions. 3. Kinesiological analyses of a ski turn. 4. Snowplow skiing technique. 5. Parallel skiing technique. 6. Stem skiing technique. 7. Carving skiing technique. 8. Competitive skiing. 9. Slalom. 10. Giant-slalom. 11. Super giant-slalom. 12. Downhill. 13. Alpine combined; nordic combined. 		

	<p>14. Cross country skiing – traditional style. 15. Cross country skiing – skating style.</p> <p>Exercises</p> <ol style="list-style-type: none"> 1. Kinesiological analysis and practicing the snowplow technique. (1E) 2. Kinesiological analysis and practicing the snowplow downhill. (2E) 3. Kinesiological analysis and practicing the snowplow turn. (2E) 4. Kinesiological analysis and practicing the snowplow arch. (2E) 5. Kinesiological analysis and practicing the parallel skiing technique. (1E) 6. Kinesiological analysis and practicing the downhill. (2E) 7. Kinesiological analysis and practicing the diagonal downhill. (2E) 8. Kinesiological analysis and practicing the parallel turn toward the hill. (2E) 9. Kinesiological analysis and practicing the basic turn. (2E) 10. Kinesiological analysis and practicing the parallel turn. (2E) 11. Kinesiological analysis and practicing the basic turns. (2E) 12. Kinesiological analysis and practicing the quick turns. (2E) 13. Kinesiological analysis and practicing the jump. (2E) 14. Kinesiological analysis and practicing the slalom turn. (2E) 15. Kinesiological analysis and practicing the giant-slalom turn. (2E) 16. Kinesiological analysis and practicing the elements of carving skiing technique. (1E) 17. Kinesiological analysis and practicing the elements of stem skiing technique. (1E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending all forms of lectures.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	2	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Attending classes 28.5% Written exam 14.3% Seminar 14.3% Oral exam 14.3% Test 28.5%</p>					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Rađenović, O. i sur. (2008). Alpsko skijanje. Zagreb: Hrvatski zbor učitelja i trenera skijanja. 2. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 3. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis. 4. Matković, B., Ferenčak, S. (1996). Skijajte s nama, Zagreb: FERBOS inženjering. 5. Lanc, V., Gošnik-Oreb, J., Oreb, G., Matković, B. (1988). Naučimo skijati, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Željko Hraski, Ph.D. Prof. Kamenka Živčić Marković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS IN ARTISTICS GYMNASTICS	1.7. Credits (ECTS)	7
1.3. Associate teachers	Tomislav Krističević, Ph.D. <u>Part-time associates:</u> Prof. Ivan Čuk, Ph.D. Bojan Šinkovec, Mag. Cin. Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Tatjana Stibilj-Batinić, Mag.Cin. Ines Čavar, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	10
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire high-level knowledge from the field of artistic gymnastics that will enable efficient and high quality task solving imposed by the realization of the gymnastics trainings. Also, the goal of the course is the acquisition of the necessary theoretical knowledge and practical skills of structural and biomechanical sports characteristics and of the successful athletes' (gymnasts') anthropological characteristics.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Artistic gymnastics course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Specific outcomes:</p> <p>Within the elective module of Artistic gymnastics students will attain practical and theoretical skills and knowledge about the basic kinesiological and anthropological characteristics, methodological procedures for development and maintenance of specific fitness abilities and learning technical-tactical skills from artistic gymnastics which will enable them to successfully work with the selected gymnasts groups.</p> <p>Students will master basics of planning and programming of different age and quality level female gymnasts training and will learn the basic methods for controlling the achieved training effects and competition accomplishments.</p> <ul style="list-style-type: none"> - Elective module of Artistic gymnastics will enable students to acquire scientific basics for conducting researches in the field of artistic gymnastics which will enlighten the process of programming, following and evaluating of the gymnasts' fitness state. - The course from elective module Artistic gymnastics will enable students to: <ul style="list-style-type: none"> -conducting the artistic gymnastics training programme with gymnasts of different age groups and different categories; -planning and programming the training process for gymnasts of different age groups and different categories; 		

	- choosing and applying the artistic gymnastics programmes and its learning methods in the training process General outcome: - applying the aforementioned knowledge in broader areas of society, sports and personal growth				
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be qualified for: - conducting the artistic gymnastics training programme with gymnasts of different age groups and different categories; - conducting scientific studies related to artistic gymnastics; - implementing the gymnastic programmes in kindergartens and school sports organizations; - applying the artistic gymnastics contents in the training process of other sports; - applying the artistic gymnastics contents in different exercise programmes for elderly; - diagnostics of the athletes' status in regards to different age groups and different categories; - planning and programming the training process for gymnasts of different age groups and different categories; - organizing the artistic gymnastics competitions.				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Artistic gymnastics analysis: basic characteristics and movement structure classification (1L + 1S) 2. Artistic gymnastics structural analysis. Identification of typical structures, phases, subphases and structural units (1S + 1L) 3. Kinesiological analysis of artistic gymnastics techniques (1S + 1L) 4. Registration and evaluation of efficacy of technical elements in different categories of all around events. Influence of the execution success of technical elements on the final score in the competition. Analysis of elements system and content of competition exercises. (1L+1S) 5. Structural and biomechanical (kinematic and dynamic) characteristics of elements of gymnastics and their phases. (2L+2S) 6. Analysis of biomechanical efficacy of gymnastics elements execution. Biomechanics of rotation elements. (1L+1S) 7. Biomechanics of apparatus exercises. Performance modelling based on biomechanical parameters. (2L+2S) 8. Artistic gymnastics as an organized sport. Development and presence of artistic gymnastics in Croatia and in the world. World and European Championships for different age groups. Official international competitions. Croatian athletes on the international artistic gymnastics competitions. (2L+2S) 9. Structure of artistic gymnastics in Croatia and in the world. Croatian Olympic Committee. Croatian Gymnastics Federation: statute, rules, particular committees', councils' and boards' domains. Organization of referees. Trainers' association. Sports club – structure and management. (2L+2S) 10. Official international rules. Development of the rules. Refereeing. Official staff. Apparatus, equipment and aids for training and competitions. Influence of the rules on the evolution of artistic gymnastics. (2L+2S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	2.0	Research	1.0	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1.0	(other)
	Tests		Oral exam	3.0	(other)

<i>ECTS credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 29% Research 14% Seminar essay 14% Oral exam 43%					
2.11. Required literature (available in the library and via other media)	Title			No. of copies in the library	Availability via other media	
	1. Živčić, K. (2007). Akrobatska abeceda u sportskoj gimnastici. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	Školska knjiga Dorsum d.o.o.	
	2. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. <i>Odgojne znanosti</i> , 1(15), 159-180.			10	http://hrcak.srce.hr/	
3. Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, M. (2007). The Kinematic Model of the Bounce off Phase in some Acrobatic Elements with Forward Body Rotation. <i>Facta Universitatis, Series Physical Education and Sport, University of Niš</i> , 1 (5), 9-18.				http://facta.junis.ni.ac.rs/		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Živčić Marković, K., Omrčen, D. (2009). The analysis of the influence of teaching methods on the acquisition of the landing phase in forward handspring. <i>Science of gymnastics journal</i>. 1(1), 21-30. 2. Živčić, K., B. Trajkovski-Višić, M., Sentderdi (2008). Changes in some of the motor abilities of preschool children (age four). <i>Facta Universitatis, Series: Physical Education and Sport, University of Niš</i>, 1 (6), 41-50. 3. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. <i>Science of gymnastics journal</i>. 1(1), 41-53. 4. Marinšek, M., Čuk, I. (2007). Theoretical model for the evaluation of somersault landings in floor exercise. V: Smajlović, Nusret (ur.). <i>Zbornik naučnih i stručnih radova</i>. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 63-68. 5. Čuk, I., Atiković, A., Tabaković, M. (2007). Hipotetičko-funkcionalno anatomska i mehanička analiza novog gimnastičkog elementa –Tkačev salto. u: Smajlović, N. (ur.) <i>Zbornik naučnih i stručnih radova – dodatak</i>. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 13-20. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS OF TENNIS	1.7. Credits (ECTS)	7
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	Approx. 15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Introducing students with the constitution of (national and international) tennis organizations, tennis associations, their roles, rules and functioning principles. - Acquiring high level theoretical knowledge and practical skills as well as other important competencies for conducting kinesiological analysis of techniques, tactics and strategies in tennis. 		
2.2. Course enrolment requirements and entry competences required for the course	Completed Racquet sports course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquiring high level specific theoretical knowledge from the kinesiological analysis in tennis with the purpose of its application in professional practice.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will acquire:</p> <ul style="list-style-type: none"> - basic knowledge about the history and rules of tennis, and the constitution of international tennis federations, - basic knowledge about the constitution of national unions and associations, - specific knowledge about the influence of endogenous and exogenous factors in tennis, - advanced knowledge in kinesiological analysis of tennis techniques, strategies and tactics. <p>All aforementioned qualifies them for:</p> <ul style="list-style-type: none"> - autonomous communication with the international tennis institutions, - managing, organizing and working in national club associations, regional unions and national association, - timely recognizing and elimination of bad endogenous and exogenous factor influences and establishing the optimal balance between mentioned factors, - performing professional theoretical and practical kinesiological analysis of tennis techniques, strategies and tactics. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)

Lectures (each topic is covered with 2 classes)

1. The history of tennis: appearance and development of tennis in Croatia and in the world. History of tennis technique and individual playing styles evolution. Types and selection of tennis equipment (racquet and tennis strings) in accordance with the age and foreknowledge: Tennis as a top-level and physical recreation sport.
2. The rules of tennis and the constitution of tennis sport in Croatia (Croatian Tennis Federation – CTF) and in the world (ITF). Constitution of competing associations (ATP and WTA).
3. Organization and implementation of tennis tournaments
4. The influence of rules changing on technical-tactical characteristics development in tennis
5. Exogenous factors of kinesiological analysis: basics of kinematic parameters of tennis ball in accordance with the court surface type and altitude. The influence of tennis racquet and string hardness on the kinematic parameters of tennis ball.
6. Exogenous factors of kinesiological analysis: types and characteristics of outdoor and indoor court surfaces (clay, concrete, grass, hard, carpet)
7. Endogenous factors of kinesiological analysis: basic dimensions (health status, morphological dimensions, motor dimensions, functional dimensions, technical and tactical skills, moving structures)
8. Endogenous factors of kinesiological analysis: realization and mobilization dimensions (cognitive abilities, personality traits, special psychological dimensions, social and microsocial status)
9. Endogenous factors of kinesiological analysis: competing experience (match and tournament preparation, ability to use your potentials)
10. Kinesiological analysis of tennis techniques: definition of technique. Systematization and kinematic analysis of basic (forehand, backhand, serve, smash, forehand volley, backhand volley) tennis techniques
11. Kinesiological analysis of tennis techniques: systematization and kinematic analysis of special tennis techniques (return, lob, half-volley, drop shot, drop shot volley)
12. Kinematic parameters of player's movements
13. Kinesiological analysis of tennis strategy and tactics in regards to court surface and type of players: definition of strategy and tactics. The structure of tennis game.
14. Analysis of frequency of situational offence parameters (after serve, from the basic line and from the court area)
15. Analysis of frequency of situational defence parameters (after return, in tempo game, after offense player charged the net) in singles and doubles. The diversities in the female and male category game strategies and tactics in relation to the court surfaces and in relation to the type of players.

Exercises

1. Kinesiological analysis and improving motor dimensions exercises in tennis (2E)
2. Kinesiological analysis and enhancing functional dimensions exercises in tennis (2E)
3. Kinesiological analysis and improving kinematical parameters of players movements (2E)
4. Kinesiological analysis and improving serve in advanced competitors (2E)
5. Kinesiological analysis and improving forehand in advanced competitors (2E)
6. Kinesiological analysis and improving backhand in advanced competitors (2E)

	7. Kinesiological analysis and improving forehand and backhand volley in advanced competitors (2E) 8. Kinesiological analysis and improving smash and backhand smash in advanced competitors (2E) 9. Kinesiological analysis and improving return in advanced competitors (2E) 10. Kinesiological analysis and improving lob, half-volley and drop shot in advanced competitors (2E) 11. Kinesiological analysis and exercises for improving cognitive abilities of tennis players (2E) 12. Kinesiological analysis and exercises for improving personality traits of tennis players (2E) 13. Kinesiological exercises in the function of optimal match and tournament preparation (2E) 14. Kinesiological exercises for improvement in understanding the game strategies and tactics (4E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities	Regular theoretical and practical class attendance, dedication to work and active participation on the class.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1.75	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1.75	Oral exam	2	(other)	
	Written exam	1.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 22% Oral exam 28%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. DTB (1992). TENIS – od početnika do majstora. Zagreb: Mladinska knjiga. (Redigirao: B. Neljak).			5		
	2. Bordy, H., Cross, R., Lindsey, C. (2002). The Physics and Technology of Tennis, Solana Beach: Racquet Tech Publishing.			5		
	3. Filipčić, A., Filipčić, T. (2003). Tenis: učenje. Dopolnjena izd. Ljubljana: Fakulteta za šport, Inštitut za šport.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cross, R., Lindsey, C. (2005). Technical Tennis, Vista: Racquet Tech Publishing. 2. Brody, H. (1987). Tennis Science for Tennis Players, Philadelphia: University of Pennsylvania Press.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective module **BASIC KINESIOLOGICAL TRANSFORMATIONS**

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.. Prof. Maja Horvatin-Fučkar, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS IN BASIC KINESIOLOGICAL TRANSFORMATIONS	1.7. Credits (ECTS)	7
1.3. Associate teachers	Prof. Gordana Furjan-Mandić, Ph.D. Josipa Bradić, Ph.D. Đurđa Podvorac, lecturer Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20-30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>To acquire necessary theoretical knowledge and practical skills about:</p> <ul style="list-style-type: none"> - the classification and characteristics of nonconventional kinesiological activities, - systematization and structural analysis of different contents, - anatomical and biomechanical analysis of specific phases of movements and complete movements which are being conducted with the purpose of motor ability transformation (quantitative and qualitative changes) and general and specific motor skills changes in persons of different age, gender, capabilities and skills. 		
2.2. Course enrolment requirements and entry competences required for the course	Completed Basic kinesiological transformations (1, 2) course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Within the elective module Basic kinesiological transformation students will acquire theoretical knowledge and practical skills on:</p> <ul style="list-style-type: none"> - basic kinesiological and anthropological characteristics - methodological procedures for learning and acquiring general motor skills of different programmes (pilates, yoga, aerobics...), 		

	<ul style="list-style-type: none"> - methodological procedures for development and maintenance of basic and specific motor abilities with regards to the characteristics and capabilities of different age and interest group persons, - basic selection and content, methods and load volume distribution procedures in different training programmes, - the basics of planning and programming in accordance with: the age, gender, capabilities and skills of persons as well as the particularities of different training programmes, - basic and specific methods and procedures for subject's status assessment and the estimation of expected final states after completing the planned transformational process, <p>Based on which the students will be able to critically and autonomously notice, analyze and solve the problem by adequately organizing and implementing training programme.</p> <p>Students will also be enabled to acquire specific competences by attaining scientific bases for research implementation in the areas of certain segments of the course.</p> <p>Basic competences: application of aforementioned knowledge and skills in the wide area of social and sports activities and in personal development.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After completed and successfully passed course students will be able to autonomously:</p> <ul style="list-style-type: none"> - plan and programme transformational programmes for different age category gymnasts in respect to their capabilities, skills and interests, - organize and conduct different transformational programmes, with taking care of the selection and distribution of exercises, selection of adequate training method and load volume with the purpose of learning, acquiring and mastering general and specific (characteristic for different exercising programmes) motor skills and developing and maintaining motor and functional abilities; - diagnose actual gymnasts' states with the possibility of optimal estimation of expected final states.
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Basic characteristics and classification of nonconventional kinesiological activities (2L+2E) 2. Informational analysis of movement, general motor skills (2L+2E) 3. Systematization, structural, anatomical and biomechanical analysis of basic, general motor skills: <ul style="list-style-type: none"> - strength developing exercises (4L+4E) - coordination developing exercises (4L+4E) - speed developing exercises (2L+2E) - balance and precision developing exercises (2L+2E) - precision developing exercises (2L+2E) - flexibility developing exercises (2L+2E) 4. Systematization, structural, anatomical and biomechanical analysis of basic, general motor skills: <ul style="list-style-type: none"> - in working with kids of different age categories (2L+2E) 5. Injury prevention (2L+2E) 6. Basic systematization, structural, anatomical and biomechanical analysis of basic movements in programmes of: <ul style="list-style-type: none"> - aerobics (2L+2E)

	- pilates (2L+2E) - yoga (2L+2E)			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures		2.7. Comments:
2.8. Student responsibilities	Regular class attendance; active class participation; taking tests and exams.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests	1.0	Oral exam	3.0 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 21% Tests 15% Seminar essay 21% Oral exam 43%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Split: Fakultet prirodoslovno-matematičkih znanosti.		15	
	2. Delavier F. (2009). Anatomski vodič za vježbe snage. Zagreb: Medicinska naknada.		10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Nelson, A. G., Kokkonen, J. (2007). Stretching Anatomy. Human Kinetics. 2. Kaminoff, L. (2007). Yoga anatomy. Human Kinetics. 3. Alter, M. J. (1996). Science of Flexibility. Human Kinetics. 4. Nigg, B. M., Macintosh, B. R., Mester, J. (2000). Biomechanics and biology of movements. Human Kinetics. 5. Chapman, A. E. (2008). Biomechanical analysis of Fundamental Human Movements. Human kinetics.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

Elective module **PHYSICAL CONDITIONING OF ATHLETES**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ANALYSIS IN PHYSICAL CONDITIONING	1.7. Credits (ECTS)	7
1.3. Associate teachers	Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. Vlatko Vučetić, Ph.D. <u>Part-time associate:</u> Asim Bradić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge on the kinesiological analysis in physical conditioning of athletes. Special emphasis is put on the analysis of a particular sports activity in the function of physical conditioning as well as on the contents analysis in physical conditioning of athletes.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be qualified to: - analyse a particular sport activity in the function of methodological and program designing of physical conditioning - analyse contents of physical conditioning in the function of their implementation into the different types of physical conditioning programmes		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand biomechanical, physiological, informational, structural and anatomical aspects of the particular sports activity's analysis in the function of physical conditioning - understand biomechanical, physiological, informational, structural and anatomical aspects of the particular physical conditioning contents analysis in the function of the physical conditioning methodological and program designing		

	<ul style="list-style-type: none"> - understand technologies and methodology for the analysis of sports activities and the analysis of physical conditioning contents - perform the analysis of the particular sports activity and different physical conditioning exercises in the function of physical conditioning planning and programming 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises (each topic is covered with 2L+2E)</p> <ol style="list-style-type: none"> 1. The structure of the physical conditioning 2. The types of physical conditioning and physical conditioning programmes 3. Biomechanical approach to physical conditioning contents' analysis 4. Structural approach to physical conditioning contents' analysis 5. Anatomical approach to physical conditioning contents' analysis 6. Physiological approach to physical conditioning contents' analysis 7. Informational approach to physical conditioning contents' analysis 8. Principles for defining and evaluating typical movement structures' characteristics that are comprised in the physical conditioning contents 9. Biomechanical analysis of a sport activity in the function of physical conditioning modelling 10. Structural analysis of a sport activity in the function of physical conditioning modelling 11. Informational analysis of a sport activity in the function of physical conditioning modelling 12. Physiological analysis of a sport activity in the function of physical conditioning modelling 13. Anatomical analysis of a sport activity in the function of physical conditioning modelling 14. Integrative application of the kinesiological analysis results in the planning and programming of the physical conditioning (motor abilities) 15. Integrative application of the kinesiological analysis results in the planning and programming of the physical conditioning (functional abilities) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Class attendance and active participation in the class.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay	3	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Seminar essay 43% Oral exam 14% Practical training 29%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	NO
	2. Dijagnostika treniranosti sportaša (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa. Kineziološki fakultet Sveučilišta u Zagrebu.	10	YES
	3. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).	10	YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 2. Reilly, T. (2003). Science and Soccer. London: Spon Press 3. Jukić, I. (ur.)(2003-2011). Kondicijski trening. Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module FITNESS

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Marković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	FITNESS MEASUREMENT AND ASSESSMENT	1.7. Credits (ECTS)	3.5
1.3. Associate teachers	Prof. Lana Ružić, M.D., Ph.D. Pavle Mikulić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	The objectives are: to present fundamental kinesiometric principles of measurement and assessment in kinesiology, with special emphasis on measurement and assessment of fitness; to present theoretical and practical knowledge of organizing and performing laboratory and field testing of different fitness components; to present modes of interpretation of fitness testing results; to present procedures for determining risks associated with exercise and risk factors in fitness measurement and assessment.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Basic Kinesiological Transformations, Functional Anatomy, Biomechanics, Physiology of Sport and Exercise, and Training Theory.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - ability to reflect on and solve practical kinesiological problems independently and critically; - ability to plan, programme, and implement transformational processes in the areas of applied kinesiology; - ability to promote physical exercise as means of health promotion and protection in individuals of different ages, gender, and level of physical activity. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: <ul style="list-style-type: none"> - understand fundamental kinesiometric principles of measurement and assessment of fitness in healthy individuals; - organize and conduct fitness testing in healthy individuals and interpret the testing results; - apply results of fitness testing in setting and accomplishing realistic transformational goals; - understand basic ways of determining risks associated with exercise and risk factors in fitness measurement and assessment. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Kinesiometric principles of fitness measurement and assessment. (2L) 2. Determining risk factors in fitness measurement and assessment, and risks associated with exercise. (2L) 3. Measurement and assessment of morphological component of fitness. (2L+4E) 4. Measurement and assessment of muscular-motoric component of fitness. (4L+4E) 5. Measurement and assessment of cardiovascular component of fitness. (2L+4E) 6. Measurement and assessment of metabolic component of fitness. (1L+1E) 7. Interpretation of results of fitness measurement and assessment. (2L+2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance; active participation in teaching process; passing of the tests and exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam		(other)
	Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 29% Written exam 57%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Split: Fakultet prirodoslovno-matematičkih znanosti.			15	No
2. Mišigoj-Duraković, M. (2008). Kinantropologija – biološki aspekti vježbanja. Zagreb: Kineziološki fakultet.			10	No	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: TVZ. 2. Howley, E., Franks, B. D. (2007). Fitness Professional's Handbook, Champaign, IL., USA. 3. ACSM. (2009). ACSM's Guidelines for Exercise Testing and Prescription. Baltimore: Lippincott Williams & Wilkins.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	4

1.2. Name of the course	GROUP FITNESS PROGRAMMES 1		1.7. Credits (ECTS)	3.5
1.3. Associate teachers	Jadranka Vlašić, Ph.D. <u>Part-time Associates:</u> Martina Jeričević, Ph.D. Vanessa Kosalec, Mag.Cin.		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective module		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	The course objective is acquisition of basic and more complex movement structures of classic and other types of aerobics, and their practical application in education, recreation and sport.			
2.2. Course enrolment requirements and entry competences required for the course	Completed: Basic Kinesiological Transformations, Aerobics, Functional Anatomy, Biomechanics, Physiology of Sport and Exercise.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability of independent planning, programming, and conducting classes of different types of aerobics for populations of different ages and level of physical fitness.			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ul style="list-style-type: none"> - demonstrate correct technique of classic and step aerobics; - effectively and confidently teach different types of aerobics to healthy individuals of different ages, gender, and physical activity level; - understand and successfully implement components of aerobics with regard to the goals of transformational process in fitness; - include aerobics in programming of the physical education classes - teach aerobics to pre-school and young school-aged children. 			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lecturers (2 lecture hours for each teaching topic):</p> <ol style="list-style-type: none"> 1. History and kinesiological structure of aerobics. 2. Music and coreography in aerobics. 3. Planning and programming of classes in aerobics, education, recreation, and sport. <p>Theoretical-practical lectures and exercises (2TPL + 2E for each teaching topic):</p> <ol style="list-style-type: none"> 1. Technique of steps (routines) of classic aerobics. 2. Technique of steps (routines) of step aerobics. 3. Arm movement technique in aerobics. 4. Understanding and usage of music in aerobics. 5. Learning verbal and nonverbal signs for teaching a group aerobics class. 6. Methods used in teaching coreography in aerobics. 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other)			
2.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	1.5
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 29% Practical training – 48% Oral exam – 29%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Zbornik radova, 6. zagrebački sajam sporta „Suvremena aerobika“ (1997)., Metikoš, D., Prot, F., Furjan-Mandić, G., Kristić, K., (ur.) Zagreb: Fakultet za fizičku kulturu.			?	No
	2. Alter, M. J. (1990). Science of stretching. Champaign, Illinois: Human Kinetics Books.			?	No
	3. Cvetković, M. (2009). Aerobik. Univerzitet u Novom Sadu, Fakultet fizičkog vaspitanja.			?	No
2.12. Optional literature (at the time of submission of study programme proposal)	1. Bergoč, Š., Zagorc, M. (2000). Metode poučavanja v aerobiki. Ljubljana: Fakulteta za šport. 2. Howley, E. D., Franks, D. (2008). Fitness Instructors Handbook. Human Kinetics, Champaign, IL., USA.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

Elective module KINESIOLOGICAL RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Stjepan Heimer, M.D., Ph.D., (T)	1.6. Year of the study programme	4
1.2. Name of the course	MEDICINE OF PHYSICAL RECREATION	1.7. Credits (ECTS)	7
1.3. Associate teachers	Marija Rakovac, M.D., Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (50L+10S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to acquaint students with the guidelines of the World Health Organization and other international organizations regarding physical activity levels, procedures of patient counselling, relationship between prescription and programming of physical exercise and health and functional status of the client. Further objectives are to acquire knowledge of methods for determining health and functional status, determining and stratification of health risks, ways of exercise prescription, referring patients to physical-recreation programmes, quality control of the programmes, and evaluation of effects of conducted programmes.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquisition of competence for collaboration with primary health care physicians in Health counselling centres for physical recreation, understanding risks and contraindications to exercise, recognizing and understanding dangerous signs and symptoms during exercise, and implementation of direct measures to reduce or remove the dangers. Collaboration with administrative services and non-governmental organizations in promotion of physical activity and exercise and in implementation of kinesiological measures of health protection and promotion and prevention of chronic non-communicable diseases. Programming of physical-recreation activities for healthy persons and persons with chronic diseases and disorders.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Knowledge of the relationship between the level of physical activity stimulus and health outcome; - Knowledge of international guidelines for effective health-enhancing physical activity; - Knowledge of organization and functioning of a Health counselling centre for physical recreation; - Knowledge of principles of counselling, goal setting and prescription of exercise; - Knowledge of the procedure of preparticipation health screening, risk stratification, and determining contraindications to exercise; - Knowledge of different clinical entities and connection with goal setting and programmes of physical exercise; - Knowledge of criteria and evaluation of quality of programmes of sport-recreation centres. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Guidelines and recommendations for exercise by the World Health Organization and other expert organizations. (2L) 2. Health counselling centre for physical recreation, the role of the expert team in promotion, counselling, and prescription of exercise. (2L) 3. Theoretical basis of physical activity promotion. (2L) 4. Basic principles of counselling, goal setting, and exercise prescription. (2L) 5. Health risks associated with physical activity. (2L) 6. Basic concepts of mobilizing motivation for exercise. (2L) 7. Physical activity and health of children. (2L) 8. Preparticipation health screening and risk stratification. (2L) 9. Reasons for and principles of monitoring the effects of exercise. (2L) 10. Assessment of health fitness. (2L) 11. Assessment of cardiovascular fitness, goals and prescription of exercise for cardiovascular fitness. (2L) 12. The use of metabolic equations in exercise prescription. (2L) 13. Assessment of muscular fitness, goals and prescription of exercise for improvement of muscular fitness. (2L) 14. Body composition assessment, goals and prescription of exercise for body weight regulation. (2L) 15. Flexibility assessment, goals and prescription of exercise for improvement of flexibility and prevention of low back pain. (2L+2S) 16. Goals and exercise prescription in adolescents; Goals and exercise prescription in elderly. (2L+2S) 17. Goals and exercise prescription in pregnancy; Goals and exercise prescription for persons with arterial hypertension and cardiovascular diseases. (2L+2S) 18. Goals and exercise prescription for persons with diabetes; Goals and exercise prescription for overweight persons. (2L+2S) 19. Goals and exercise prescription for persons with asthma and some other pulmonary diseases; Goals and exercise prescription for persons with arthritis and osteoporosis. (2L+2S) 20. Criteria and quality control of recreation centres and exercise programmes. (2L) 21. Collaboration of the Health counselling centre with the health care, sport- and other sectors, and different associations. (2L) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Class attendance, active participation in seminars, and preparation of the seminar essay.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	2.5	(other)	
	Tests		Oral exam	3	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 21% Seminar essay 36% Oral exam 43%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Heimer S. (2010). Sportsko rekreacijska medicina – izabrana poglavlja (skripta).	10	
2.12. Optional literature (at the time of submission of study programme proposal)	2. Jonas S., Phillips, E. (2009). ACSM smjernice za propisivanje vježbanja (prijevod za internu upotrebu).	10	
	1. Mišigoj-Duraković, M. i sur. (1999). Tjelesno vježbanje i zdravlje. Grafos – Kineziološki fakultet.		
	2. Swain, P. D., Leutholz, B. C. (2007). Exercise Prescription. Human Kinetics.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	3. Promicanje i propisivanje zdravstveno usmjerene tjelesne aktivnosti. Priručnik za liječnike primarne zdravstvene zaštite (2009). Savezni ured za sport i više sveučilišnih instituta za socijalnu i preventivnu medicinu Švicarske (prijevod za internu upotrebu).		
	Anonymous student survey.		

Elective module KINESITHERAPY

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Dubravka Ciliga, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	METHODS AND PROGRAMMING OF KINESITHERAPEUTIC PROCEDURES 1	1.7. Credits (ECTS)	7
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D. Tatjana Trošt Bobić, Mag.Cin. <u>Part-time Associates:</u> Vesna Filipović, Senior Physiotherapist, Ph.D. Alen Baščevan, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), %e of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to enable students to understand different diseases and impairments and to acquire methodical knowledge necessary for planning and programming of kinesitherapeutic procedures.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Through acquired knowledge, students will be able to: <ul style="list-style-type: none"> - recognize different diseases and conditions; - plan and programme kinesitherapeutic procedures; - apply kinesitherapeutic procedures in practice. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to define and analyze: <ul style="list-style-type: none"> - various conditions and insufficiencies of different systems; - characteristics of different diseases or impairments; - diagnostic procedures aimed at defining the status of a disease; - methodical procedures within the targeted kinesitherapeutic programme; - modes of planning and programming of the targeted kinesitherapeutic procedures. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Cerebral palsy. (4L) 2. Progressive muscle dystrophy. (4L) 3. Myasthenia gravis. (4L) 4. Multiple sclerosis. (4L) 5. Poliomyelitis. (4L) 6. Epilepsy. (4L) 7. Spinal cord injuries, paraplegics, quadriplegics, paraparesis, quadriparesis. (6L) <p>Seminars (2 seminar hours for each teaching topic)</p> <ol style="list-style-type: none"> 1. Methods and programming of kinesiotherapeutic procedures for persons with cerebral palsy. 2. Methods and programming of kinesiotherapeutic procedures for persons with progressive muscle dystrophy. 3. Methods and programming of kinesiotherapeutic procedures for persons with myasthenia gravis. 4. Methods and programming of kinesiotherapeutic procedures for persons with multiple sclerosis. 5. Methods and programming of kinesiotherapeutic procedures for persons with poliomyelitis. 6. Methods and programming of kinesiotherapeutic procedures for persons with epilepsy. 7. Methods and programming of kinesiotherapeutic procedures for persons with spinal cord injury, paraplegics, quadriplegics, paraparesis, quadriparesis. 8. The role of spine in body posture, development of posture. 9. The role of shoulder girdle in body posture. 10. The role of pelvic girdle in body posture. 11. The role of hand in body posture. 12. The role of foot in body posture. 13. Gait. 14. The evolution of man and human motorics I. 15. Posture assessment. 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests		Oral exam	4	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Seminar essay 29% Oral exam 57% Practical training 14%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Kosinac, Z. (2002): Kineziterapija lokomotornog sustava. (Udžbenik). Split: Sveučilište u Splitu.	7	
	2. Filipović, V., Klaić, I. (2001): Važnost propriocepcije za normalnu funkciju ramena. u: Zbornik radova OTŠD Hrvatskog zbora fizioterapeuta, Zagreb.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Trošt Bobić, T. , Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepo osobe. u: Andrijašević, M. (ur.) Zbornik radova Međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb, 2009. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 345-351. 2. Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida. u: Andrijašević, . (ur.), Zbornik radova Međunarodne znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb, 2005. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 351-362. 3. Trošt, T., Ciliga, D., Petrinović Zekan, L. (2007). Dobrobit redovitog bavljenja sportsko-rekreativnim aktivnostima u odrasla čovjeka. u: Findak, V. (ur.) Zbornik radova 16. ljetne škole kineziologija Republike Hrvatske „Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 2007. Zagreb: Hrvatski Kineziološki savez, 540-546. 4. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom. u: Andrijašević, M. (ur.) Zbornik radova konferencije „Sport za sve u funkciji unapređenja kvalitete života“, Zagreb, 2007. Zagreb: Kineziološki fakultet, 105-112. 5. Ciliga, D., Andrijašević, M., Petrinović Zekan, L. (2006). Novi pristup u primjeni kineziterapijskog programa za osobe s cerebralnom paralizom. <i>Odgojne znanosti</i>, 8(2), 497-513. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module SPORT MANAGEMENT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Lovorka Galetić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	FUNDAMENTALS OF ORGANIZATIONS AND MANAGEMENT	1.7. Credits (ECTS)	7
1.3. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(45L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	The acquisition of knowledge about general business organization and management as a basis of the application of the acquired knowledge in the area of sports management.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	To implement knowledge of and understand concepts, principles and theories from the area of management. To identify and analyze business options and challenges of contemporary organizations in line with changes.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be empowered to: <ul style="list-style-type: none"> - understand the concept and meaning of organization and management; - understand and explain the ways of establishing and shaping organizational structure; - analyze organizational structure; - understand the role of managers, their activities and characteristics as well as their importance for the life of one organization; - comprehend the role of changes in the life of organizations and know how to identify changes relevant to the organization; - recognize conflicts within the organization and know how to deal with them. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (2 contact hours are allocated to each topic, except for the topic number 1 to which 1 contact hour is allocated): <ol style="list-style-type: none"> 1. The definition and development of organization and management. The concept, definition and meaning, significance of organization and management. 2. The relationship between organization and management. 3. Theories of organization and management. 4. The concept of organizational structure. Organizational structure formation. 		

	<p>5. The internal factors of the organizational structure formation: aims and strategy, tasks and technology, the product, size. Location, the company life cycle.</p> <p>6. The external factors of the organization formation: market, integration processes, the development of science and technology, institutional conditions. The stable and unstable environment.</p> <p>7. Organizational structure. The formal and informal organization. The classic organizational structures: functional and divisional.</p> <p>8. Modern organizational structures. The project, matrix, fractal, team, process, virtual, net, learning, and self-designing organization.</p> <p>9. Responsibility centres: costs/expenditure, income/revenue, profit, investment.</p> <p>10. Functions of the management: planning.</p> <p>11. Functions of the management: organizing.</p> <p>12. Functions of the management: leadership.</p> <p>13. Functions of the management: control.</p> <p>14. Functions of the management: human resources management.</p> <p>15. Managers. The concept of manager. Characteristics and traits of managers. Knowledge and skills of managers.</p> <p>16. Management levels. Authority and responsibility.</p> <p>17. Management systems. Lineal, functional, headquarter-lineal. Management styles: autocratic and democratic.</p> <p>18. The decision-making. Types of decisions.</p> <p>19. Organizational changes. The concept and inevitability of organizational changes. Organizational changes initiation factors. Types of organizational changes. The process of changing. Resistance to changes and stress.</p> <p>20. Organizational culture. The concept and importance of organizational culture. The visible and invisible organizational culture. Symbols of organizational culture. Types of organizational culture.</p> <p>21. Organizational conflicts. The concept of conflict. Causes of conflicts. Types of conflicts..</p> <p>22. Stages of the process of conflict. Conflict management.</p> <p>23. Challenges to management in the 21st century.</p> <p>Seminars (2 contact hours are allocated to each topic, except for the topic number 1 to which 1 contact hour is allocated):</p> <p>1. Introduction to seminar classes.</p> <p>2. Examples of organizational structures.</p> <p>3. Functions of the management: planning and organizing.</p> <p>4. Functions of the management: leadership and control.</p> <p>5. Managers and their characteristics.</p> <p>6. Examples of organizational changes.</p> <p>7. Examples of organizational cultures.</p> <p>8. Examples of organizational conflicts.</p>		
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7.Comments:</p>

2.8. Student responsibilities	Regular class attendance and active participation in the class work. The seminar essay production and completion of other assignments.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests	4	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Activity during classes 14% Tests 57% Seminar essay 29%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Galetić, L. (ur.) (2011). Organizacija velikih poduzeća. Zagreb: Sinergija					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Galetić, L. (2004). Uloga i značaj menadžmenta. The role and the significance of management. u: Bartoluci, M. (ur.) Menadžment u sportu i turizmu. Management in sport and tourism. Zagreb: Kineziološki fakultet, Ekonomski fakultet, 88-113. Buble, M. (ur.) (2005). Strateški menadžment. Zagreb: Sinergija nakladništvo. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective courses

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Ljubomir Antekolović, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	AUDIOVISUAL AIDS IN SPORT	1.7. Credits (ECTS)	2
1.3. Associate teachers	Saša Vuk, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (6L+10S+10E+4e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquiring knowledge of fundamental laws of optics, camera lens construction, objective, camera body, and video camera. Enabling students to use digital cameras, video cameras, and specialized photographic equipment. Acquiring knowledge of characteristics of sports photography, recording techniques, processing and montage of photographic and video material, ways of storage and presentation.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By acquiring specific knowledge, students will be able to select appropriate digital photographic and video equipment for different purposes. Understanding of usage of photographic and videotecnology in the process of learning sports techniques and analysis of different sports activities. Enabling independent usage of photographic and video camera for the purpose of physical education teaching, sport, and physical recreation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will master: - the technique of recording sports photography, - the technique of video recording, - managing field work conditions (appropriate selection of motive, frame, perspective; discretion with respect to the subject of recording), - transfer, processing, montage, archiving of the photographic and video material, - presentation of the photographic and video projects.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars, exercises, and e-learning: The historical development of photography, video and related equipment. (2L) Construction and functioning of digital photo cameras. (2L) Construction and functioning of digital video cameras. (2L)		

	Usage of digital SLR cameras. Usage of digital camcorders - standard miniDV and HDV. (2S) Sports photography, motive selection, perspective, framing. (2S) Indoor photography. Outdoor photography on sport fields/courts. Objective lens selection and recording settings. (3E) Video recordings in indoor and outdoor sport courts/fields. (3E) Transfer of photographic and video material to computer. (2E) Processing of photographic material. Photography formats. Archiving. Photo album preparation. (2S+2E+1e-l) Processing and preparation of video material. Montage of video recordings. Selection of video formats. (2S+2E+1e-l) Presentation and evaluation photo projects. (1S+1e-l) Presentation and evaluation of video projects. (1S+1e-l)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Students attend classes regularly, participate actively in preparation of projects and in field work that includes recording of photographic and video materials. They actively participate in processing and montage of photo and video projects and in their presentation. Part of the obligations are accomplished through the system of e-learning and by placing photographic and video material on web pages.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.2	Oral exam		(other)	
	Written exam	0.8	Project	0.8	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 10% Tests - 10% Project preparation – 40% Written exam – 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Kelby, S. (2008). Digitalna fotografija. Miš: Zagreb.			3		
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Dubravka Ciliga, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	BADMINTON	1.7. Credits (ECTS)	2
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	approx. 70
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Improve students' theoretical knowledge and practical skill on badminton. Apply basic and advanced badminton techniques concentrating on the complex exercises for smaller and larger groups and application of the acquired knowledge and skills to active play.		
2.2. Course enrolment requirements and entry competences required for the course	Completed course Racquet sports.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Acquiring advanced knowledge on modern diagnostics in badminton. - Effects of implementing certain badminton movement structures in training on psychosomatic status of children, youth and adults. - Biomechanical analysis of the advanced badminton technique and pertaining teaching methods and exercises - Familiarization with specific badminton technique and its variations, distinctively with the application of different cut shots. - Attaining practical knowledge and skills on optimal teaching exercises and methods for badminton technique in different age groups. - Attaining practical knowledge and skills on optimal teaching exercises and methods for advanced badminton technique in different competition disciplines. - Basic physical conditioning in badminton. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students acquire:</p> <ul style="list-style-type: none"> - advanced theoretical information on diagnostics, - advanced specific skills, - practical teaching and training skills for advanced playing technique, - advanced strategic and tactical skills regarding different age groups - advanced strategic and tactical skills regarding different competition disciplines <p>Which enables students to:</p> <ul style="list-style-type: none"> - design badminton teaching plans and programmes, and conduct that teaching process, - conduct modern diagnostic methods in badminton, - teach advanced strategic and tactical skills regarding different competition disciplines. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Modern diagnostics for badminton (1TL) 2. Kinesiological analysis of forehand and backhand cut shots from overhead racquet swings (drop, smash) (1TL) 3. Specificity of strength and power training in badminton (2TL) 4. Technical and tactical utilization of shots in badminton play regarding different competition disciplines (2TL) <p>Theoretical-practical lectures and exercises</p> <ol style="list-style-type: none"> 1. Teaching methods and performance of forehand shots from overhead swing – cut shots (drop, smash) (2TPL) 2. Teaching methods and performance of backhand shots through active play (drop, clear) (2TPL) 		

	3. Teaching methods and performance of court movement regarding pair rotations (2TPL) 4. Teaching methods and performance of the net cut shots (2TPL) 5. Strength and power training specificity in badminton; working with smaller and larger groups (2TPL) 6. Miniton – specificity of training with children aged 4 to 7 (2TPL) 7. Teaching exercises, order and progression for forehand cut shots from overhead racquet swings (drop, smash) (2E) 8. Teaching exercises, order and progression for backhand (2E) 9. Teaching exercises, order and progression in performing court movement regarding pair rotations (2E) 10. Teaching exercises, order and progression for net cut shots (2E) 11. Teaching exercises, order and progression in badminton strength and power training (2E) 12. Teaching exercises, order and progression for miniton (2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, active participation in classes.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	0,5	Oral exam	0,5	(other)
	Written exam	0,5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 25% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	DBF. Badminton u školi (2000). Hrvatski badmintonski savez (prema izdanju njemačkog badmintonskog saveza).			5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Petrinović Zekan, L., Zdenjak, L. (2008). Trening snage u badmintonu. u: Jukić, I., Milanović, D., Gregov, C. (ur.) Zbornik radova međunarodne konferencije „Kondicijska priprema sportaša 2008.“, Zagreb, 2008. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 272-276. 2. Petrinović Zekan, L. (2007). Badminton – „nepoznati sport“. Acta Med Croatica, 61 (1), 49-52. 3. Downey, J. (2003). Badminton for Schools. London: Pelham Books. 4. Downey, J. (1992). Play short badminton. National Coach Foundation. 5. Petrić, D. (1995). Badminton u nastavi tjelesne i zdravstvene kulture u osnovnoj školi. u: Findak, V. (ur.) Zbornik radova 4. ljetne škole pedagoga fizičke kulture Republike Hrvatske.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Goran Sporiš, Ph.D. Prof. Franjo Prot, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL ORIENTATION AND SELECTION	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30(20 L+10 E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will acquire basic theoretical and practical knowledge on formal models and procedures of orientation and selection based on the assumptions of multivariate associations among the variables that are the basis of orientation and selection procedures.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Knowledge about the concept of orientation and selection model:</p> <ul style="list-style-type: none"> - The predictor and criterion systems: the system of basic anthropological characteristics, achievement measures, criterion variables. - The formal models of orientation and selection: the discrimination group, classification procedures, pattern recognition, equation of performance specification, selection procedures. - Organization of orientation and selection: the criterion system, the system for the assessment of basic anthropological characteristics, situational tests and the definition of performance/achievements measures, registration and record keeping of sport performance and achievements. - Properties of software products and information environment for the orientation and selection procedures. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>To be able to apply knowledge about the formal models and practical procedures in orientation and selection, which are based on the assumptions of multivariate associations among the variables in the foundations of orientation and selection procedures for a particular sport branch.</p> <p><u>Specific competences:</u></p> <p>The students' knowledge of formal models and procedures of orientation and selection, which are based on the assumptions of multivariate associations among the variables in the foundations of orientation and selection procedures.</p>		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 lecture hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Methodological foundations and rationale behind the research into orientation and selection issues in applied kinesiology. 2. Autonomy and interdisciplinarity of orientation and selection issues in kinesiology research. 3. Training, qualification and organizational forms of activities in the areas of kinesiological orientation and selection. 4. The conceptual differences between orientation (guiding) and selection (choice). 5. Formal models of orientation and selection (discrimination, classification and pattern recognition). 6. Formal models of orientation and selection (specification equation and selection procedures, regression and canonical approach). 7. Criterion systems. 8. Basic anthropological characteristics assessment system. 9. Situational tests and achievement/performance measures definitions. 10. Registration and evaluation of sport achievements. <p>Exercises (2 exercise hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Survey of periodical publications (scientific and professional journals) from the field of kinesiology and cognate scientific disciplines, which deal with the issues of kinesiological orientation, selection and monitoring of athletes' attributes. 2. The manifest and latent indicators of psychosomatic status as a foundation to the orientation and selection procedures; measurement and assessment issues. 3. The feature of sample representativeness in relation to the orientation and selection procedures. 4. Choice of the formal orientation and selection model and of adequate software. 5. Choice of the term paper topic (subject/issue): either orientation or selection for an appropriate, suitable sport branch. 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.25
	Experimental work		Report	0.5	(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	0.25	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Report 25% Seminar essay / term paper 25% Oral exam 17.5% Practical training 17.5%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Cook, M. (2004). Personnel Selection. 4 th edition. John Willey and Sons Ltd.		
	2. Talović, M., Fiorentini, F., Sporiš, G., Jelešković, E., Ujević, B., Jovanović, M. (2011). Notacijska analiza u nogometu . Sarajevo: Fakultet sporta i tjelesnog odgoja, Sveučilišta u Sarajevu.		
	3. Malina R. M. (2005) Talent Identification and Selection in Sport.		
2.12. Optional literature (at the time of submission of study programme proposal)	5. Jovanović, M., Sporiš, G., Omrčen, D., Fiorentini, F. (2011). Effects Of Saq Training Method On Power Performance In Elite Soccer Players . The Journal of Strength and Conditioning Research. 25 (2011) , 5; 1285-1292.		
	6. Sporiš, G., Jukić, I., Ostojić, S. M., Milanović, D. (2009). Fitness Profiling in Soccer: Physical and Physiologic Characteristics of Elite Players . The Journal of Strength & Conditioning Research. 23 (2009) , 7; 1947-1953.		
	7. Sporiš, G., Ružić, L., Leko, G. (2008). The anaerobic endurance of elite soccer players improved following a high intensity interval training intervention in the 8-week conditioning program . Journal of Strength and Conditioning Research. 22 (2008) , 2; 559-566		
	8. Regnier, G., Salmela, J., Russell, S. J. (1993). Talent detection and development in sport. In: Singer, R. N., Murphey, M., Tennant, L. K. (Eds.) Handbook of Research on Sport Psychology. New York: Macmillan , pp. 290-313.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dubravka Miljković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	COMMUNICATION IN EDUCATION	1.7. Credits (ECTS)	2
1.3. Associate teachers	<u>Part-time Associate</u> Aleksandra Mindoljević Drakulić, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30(15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	45
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Enable the students to gain knowledge of communication skills and arts, rhetoric, nonviolent and successful communication. Develop in the students the skills of dialogue, active listening, constructive discussion, oral presentation – with the aim of implementing these skills later in their teaching, in communication with co-workers, parents and pupils/students.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The ability to recognize individual needs of students/persons with whom they work and the ability to respond (satisfy) to them.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The realization of course objectives; the application of the gained knowledge and skills in personal development and in everyday life.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars (1L+1S are allocated for each topic)</p> <ol style="list-style-type: none"> Types and forms of communication (what is communication, motives for communication, verbal and non-verbal communication; interpersonal, intrapersonal, mass and group communication). Communication within diverse organizations – schools (communication schemes, informal, formal, horizontal, vertical communication; intercultural communication; rumour as a form of communication, organizational climate; management of relationships in teaching). Barriers in communication at the levels of an individual and of a group (organization). Convincing, persuasive presentation (about listeners/auditorium, first impression, consistency of message, attention distracters, non-verbal communication – facial expressions and gestures, stage fright in communication and how to overcome it, most frequent mistakes in public appearances and presentations, voice and tone, voice and pronunciation exercises; visits of eminent professionals working in the electronic media) Speech structure (speech design, speech introduction, argumentation skill, speech closing – peroratio, crescendo, climax, mind-mapping, responding to objections and criticism). Myths about communication. . Communication tools (active listening as a dialogue prerequisite, paraphrasing, selective listening, communologue, imago dialogue, contact establishing in the process of instruction). 		

	<p>7. Metacommunication (definition, gender differences in metacommunication, metacommunication in psychology).</p> <p>8. Assertiveness (definition, specific techniques of assertive behaviour, causes of (non)assertiveness, assertive vs aggressive behaviour).</p> <p>9. Me and You messages (definition, similarities and differences, examples and exercises from the educational institutions, role playing with all communication tools usage).</p> <p>10. Conflict-causing communication (the origins of conflicts, human unconsciousness and psychological determinism in behaviour, communication and experience, exercises of conflict in communication management with the implementation of communication tools).</p> <p>11. Patterns of pathological communication (double bind, destructive mirroring in a group, scapegoat in a class, ostentatious silence, alexythimia/disthymia, elaboration of examples from school practice).</p> <p>12. Stress and communication (definition, stages of stress, successful communication in education.)</p> <p>13. Cooperation and mediation as the techniques of peaceful conflict management.</p> <p>14. Paying and receiving commendations and criticism in teaching.</p> <p>15. The personality of a good communicator (view on the world, originality and authenticity, education, charisma)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam		(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50% Written exam 50%				

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Reardon, K. K. (1998). Interpersonalna komunikacija. Zagreb: Alinea		
	2. Bratanić, M. (1990). Mikropedagogija. Zagreb: Školska knjiga		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Brajša, P. (1993). Pedagoška komunikologija. Zagreb: Školske novine. 2. Miljković, D., Rijavec, M. (2002.) Kako rješavati konflikte? Zagreb: IEP-D2 & Vern'. 3. Miljković, D., Rijavec, M. (2002.) Kako se zauzeti za sebe? Zagreb: IEP-D2 & Vern'. 4. Miljković, D., Rijavec, M. (2002.) Komuniciranje u organizaciji. Zagreb: IEP-D2 & Vern'. 5. Rijavec, M., Miljković, D. (2002.) Neverbalna komunikacija. Zagreb: IEP-D2 & Vern'.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	PHYSICAL CONDITIONING OF CHILDREN AND YOUNG ATHLETES	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Goran Marković, Ph.D. Prof. Marjeta Mišigoj-Duraković, Ph.D. Prof. Boris Neljak, Ph.D. Assist. Prof. Željko Hraski, Ph.D. Assist. Prof. Goran Sporiš, Ph.D. Sanja Šalaj, Ph.D. Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. Tatjana Trošt-Bobić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	80
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is enabling students to acquire knowledge about the specificities of physical conditioning of children and young athletes in accordance to the bio-psycho-social characteristics of growth and development. These acknowledgements are important for proper planning, programming, conducting and controlling of physical conditioning training with the young populations.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be qualified to: - implement knowledge and comprehension of physical abilities development principles in children and young athletes - implement knowledge and comprehension of methodological and program procedures specificity of physical conditioning of children and young athletes		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the bio-psycho-social characteristics of physical abilities development of children and young athletes - understand the specificities of talent directing procedures, selection procedures and sports preparation procedures of children and young athletes - understand the specificities of methodological procedures in the physical conditioning of children and young athletes in particular age categories - design physical conditioning training programme for children and young athletes		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars: <ol style="list-style-type: none"> 1. Specificities of talent directing procedures, selection procedures and sports preparation procedures of young athletes (2L+2S) 2. Bio-psycho-social characteristics of physical abilities development of children and young athletes (2L+2S) 3. Acknowledge chronological and biological age in the training and selection processes (2L+2S) 4. The development of primary motor and functional abilities in accordance with the sensitive phases of development (2L+2S) 		

	5. Physical conditioning in universal sports kindergartens and universal sports schools (2L+2S) 6. Methodological procedures specifics in the physical conditioning of children and young athletes (2L+2S) 7. Planning and programming specifics in the physical conditioning of children and young athletes (2L+2S) 8. Specifics of physical conditioning in different phases of sports development (1L+1S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active class participation.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		Active participation in class	0.4
	Essay		Seminar essay	1.4	(other)	
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Seminar essay 70% Active participation in class 20%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bompa, T. (2000). Cijelokupni trening za mlade pobjednike, Hrvatski košarkaški savez.			10	Yes	
	2. Jukić, I., Milanović, D., Šimek, S. (ur.) (2005). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez.			50	Yes	
	3. Milanović, D., Jukić, I. (Ur.) (2003). Zbornik radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez.			50	yes	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Crisfield, P. (2001). The Young Athletes Handbook. Champaign, IL.: Human Kinetics. 2. Drabik, J. (1996). Children and sports training. Stadion publishing company. 3. Kurz, T. (2001). Science of Sports Training. Stadion Publishing Company, Inc. 4. Malina, R.M., Bouchard, C. (1991). Growth, Maturation and Physical Activity. Champaign, IL, Human Kinetics.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.3. Course teacher	Prof. Damir Knjaz, Ph.D.		1.6. Year of the study programme	4
1.4. Name of the course	MINI BASKETBALL		1.7. Credits (ECTS)	2
1.4. Associate teachers	Prof. Bojan Matković , Ph.D. Tomislav Rupčić , Ph.D.		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	50
1.6. Status of the course	Elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION				
2.1. Course objectives	Qualify students for implementing mini basketball programmes in preschool and early elementary school children, as well as in elementary school PE curriculum (3rd and 4th grade) and extracurricular activities.			
2.2. Course enrolment requirements and entry competences required for the course	Finished mandatory course Basketball.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Students are qualified for implementing mini basketball programmes in preschool and early elementary school children, as well as in elementary school PE curriculum (3rd and 4th grade) and extracurricular activities.			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Creating mini basketball programme for preschool children, - Creating mini basketball programme for early elementary school children, - Executing and controlling mini basketball programmes, - Executing adapted and modified competitions within mini basketball programmes. 			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures, theoretical-practical lectures and exercises</p> <ol style="list-style-type: none"> 1. Origin and development of mini basketball (2L) 2. Basic principles in mini basketball children training (preschool and early elementary school age) (2L) 3. Rules and their application in mini basketball programme (2L+2TPL) 4. Diversity in teaching methodology according to chronological age – preschool age (2TPL) 5. Diversity in teaching methodology according to chronological age – school age (2TPL) 6. Application of adapted games in mini basketball programmes (2TPL) 7. Utilization of teaching and training aids in mini basketball programmes (2TPL) 8. Planning and programming according to age and working conditions (2TPL) 9. Basic (and adapted) basketball technique in mini basketball programmes: <ul style="list-style-type: none"> - bouncing the ball and straight line dribbling (2E) - catching/receiving and passing the ball standing in place/spot and moving (2E) - shooting techniques (2E) - change of direction and speed of movement (2E) 10. Introduction to the basics of individual and team tactics in mini basketball (2E) 11. Application of adapted games in mini basketball programmes (2E) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Active class participation.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0,5 (other)
	Tests		Oral exam	0,5 (other)
	Written exam	0,5	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Seminar essay 25% Oral exam 25%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Knjaz, D., Matković, B. (1997). Motor characteristics of the attendands in the mini basketball school „Cibona“. Zbornik radova 1. međunarodne znanstvene konferencije Kineziologija - „Sadašnjost i budućnost“. Dubrovnik, 149-151.			
	2. Georgievski, R. (2007). Mini basket. Beograd: Mini basket udruženje Srbije.			
	3. Krause, J., Brown, B. (2006). Youth Basketball Coaching Handbook. USA: Coaches choice.			
2.14. Optional literature (at the time of submission of study programme proposal)	1. Knjaz, D., Matković, Bo., Matković, Br. (2002). Individualni rad u mini košarci. Zbornik radova „Dopunski sadržaji sportske pripreme“, (ur. Milanović, D.), 54-56. 2. Krtalić, S., Knjaz, D., Krošnjar, N. (2004). Karakteristike fizičke pripreme košarkaša uključenih u program mini košarke (6-10 godina). 13. ljetna škola kineziologa RH: Zbornik radova. Rovinj, 447-450. 3. Knjaz, D., Matković, Bo., Matković, Br. (2002). Turniri i natjecanja kao dopunski faktori pripreme najmlađih košarkaša. Zbornik radova „Dopunski sadržaji sportske pripreme“, (ur. Milanović, D.), 57-59. 4. Prusak, K. (2005). Basketball Fun & Games. USA: Human Kinetics. 6. Torlaković, M., Knjaz, D. (2010). Uloga sportskog učitelja u razvoju djeteta košarkaša. Time-out. Zagreb: Udruga hrvatskih košarkaških trenera. 22: 12-15.			
2.15. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Renata Barić, Ph.D	1.6. Year of the study programme	4
1.2. Name of the course	MOTOR LEARNING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Associate: Prof. Vladimir Medved, Ph.D. <u>Part-time Associate:</u> Prof. Smiljka Horga, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (26P+4V)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2 (5%)
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to give the students basic knowledge about the area of motor teaching/learning and familiarize them with the mechanisms and principles lying in the background of motor learning, motor performance and motor control with the aim to empower them to utilize the adopted knowledge in more efficient motor knowledge and skills teaching in the areas of education, sports, physical recreation, or kinesitherapy. Also, to acquaint the students with information processing and decision making in the background of motor performance of simple and complex movement patterns. Further, to enable the students to understand certain socio-psychological mechanisms of motor learning that can facilitate acquisition and performance of motor tasks.		
2.2. Course enrolment requirements and entry competences required for the course	The following courses completed: <i>Kinesiological Psychology, Physiology of Sport and Exercise, and Biomechanics.</i>		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> – To understand the difference between: motor abilities, motor knowledge and motor skills and their common contribution to the process of learning new motor tasks of variable complexity in diverse contexts (transfer of motor learning, interference in the process of motor learning); – To define, classify and explain motor learning concepts and motor control models; – To understand the role of attention in the processes of motor learning and motor performance as well as the factors that have influence on reaction time and decision-making; – To understand importance of instruction styles and feedback in the process of motor learning in order to correct motor errors/mistakes and/or to reinforce correct performance; to get an idea how to use these information and knowledge in practice; – To implement the adopted knowledge in the process of designing and analysing motor tasks, exercise process and training process. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> – gain knowledge about the factors influencing motor learning; they will understand the role of specific sensory and perception processes, fundamental biomechanical regularities and memory, attention and motor control in the processes of learning and performing motor skills; 		

	<ul style="list-style-type: none"> – be able to classify motor skills; they will understand motor programmes formation and will be able to define their components and their function; – understand the role of physical arousal in the process of motor learning and the principles of its differential influence on attention in the process of learning motor skills and tasks of variable levels of complexity; – know how to differentiate between two basic models of motor control in the background of motor tasks performance of variable complexity and duration; – acquire the body of basic theoretical knowledge on the development of efficacious strategies for teaching motor skills within the contexts of physical education classes and diverse sports branches; – acquire the principles of feedback giving in the process of motor learning and skills of their efficient implementation. 				
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Introduction class – familiarization with the course contents and students' work monitoring and evaluation. (2L) 2. Motor learning and motor skills. (2L) 3. Individual differences and motor abilities. (2L) 4. Information processing and decision making. (2L) 5. Arousal and attention – the impact on information processing and performance. (2L) 6. Theories of motor control. (2L) 7. The role of sensory information in motor skill performance. (2L) 8. Movement performance and motor programmes. (2L) 9. Biomechanics and motor learning. (2L) 10. Empirical indicators of motor learning in biomechanical space. Sensory-motor systems modelling. (Laboratory, exercise) (2E) 11. The analysis of sports skills from the aspects of motor learning. (2L) 12. The influence of information sources on motor learning performance (experiment demonstration and exercise). (4E) 13. Feedback in the process of motor learning. (2L) 14. Motor instruction structuring. Closing information. (2L) 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	The students are expected to attend classes regularly and to participate actively in work. Also, their term papers, based on the demonstrated exercises or practical assignments, are compulsory. The positively graded seminar essay is a precondition for taking the exam.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.75	(other)
	Tests		Oral exam		(other)
	Written exam	1	Project		(other)

2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 10% Written exam: 50% Seminar essay 40%		
2.11. Required literature (available in the library and via other media)	Title	No. of copies in the library	Availability via other media
	1. Schmidt, R. A., Wrisberg, C. A. (2004). Motor learning and performance, 4th ed. Champaign, IL: Human Kinetics.	2	Yes
	2. Horga, S. (2009). Psihologija sporta. Zagreb: Kineziološki fakultet (poglavlje 6).	20	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	3. Summaries of the lectures		course web site
	1. Barić, R. (2011). Motoričko učenje i poučavanja složenih motoričkih vještina. In Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Bobić-Trošt, T., Bok, D. (Eds.), Zbornik radova 9. međunarodne konferencije Kondicijska priprema u sportu (pp. 63-76). Zagreb: Faculty of Kinesiology..		
	2. Čoh, M., Jovanović-Golubić, D., Bratić, M. (2004). Motor learning in sport. Physical Education and Sport, 2(1), 45-59.		
	3. Magill, R. A. (2007). Motor learning and control. Concepts and Applications. New York: McGraw-Hill.		
	4. Meved, V. (2001) Measurement of Human locomotion. Boca Raton, FL, USA: CRC Press. 5. Milanović, D., Barić, R., Jukić, I., Vuleta, D. (2002) Osnove motoričkog učenja u rukometu. Zbornik radova 15. i 16. seminara trenera. Zagreb: Croatian Handball Federation.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	APNEA DIVING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Dajana Zoretić, Mag.Cin., Junior Assistant Part-time Associate: Ivan Drviš, M.Sc., Lecturer	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquaint students with the basics of apnea diving, diving equipment, physical laws, disciplines, and dangers of apnea diving. To enable students for apnea diving, applying the correct technique, equipment, team work, and life saving and first aid in diving.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Swimming.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to apply the knowledge of apnea diving. They will be able to explain the basic principles of apnea diving. They will be able to apply the knowledge of breathing exercises, relaxation, and visualization in apnea diving. They will be able to apply methodical principles of teaching apnea diving to beginners. They will be able to identify dangers in apnea diving and administer first aid.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the basic principles of apnea diving, - apply the skills of apnea diving, - understand the basic principles of hypoxic and hypercapnic training, - understand the basic rules of dives and rising to the surface in different apnea diving disciplines, according to the CMAS and AIDA protocol, - create a personal apnea diving plan, - apply methods of teaching beginners within the educational system and recreation, - administer first aid to apnea divers.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures 1. Sports disciplines in apnea diving, the history of the greatest successes of the Croatian and world competitors. (1L) 2. Apnea diving equipment (for pool disciplines and depth disciplines), specificities of the water ambient (diving reflex), the composition of air and partial pressures of different gasses, the changes of vision and hearing in the water. (1L) 3. The basics of physical laws that have influence on diver under the water (the effects of the underwater physiological surroundings on the human body), dynamics of partial pressures in apnea following normal breathing and following hyperventilation. (1L)		

4. Problems and dangers in apnea diving: rules, security, and first aid procedures in apnea diving (below the surface, at water surface, and in depth diving). (1L)
5. Learning of the basic techniques of diving with stereo fins, with monofin and without fins. (1L)
6. The basics of physical conditioning in apnea divers (general physical conditioning, muscle hypertrophy, diagnostic procedures in apnea diving). (1L)

Theoretical-practical lectures and exercises in the swimming pool

1. Analysis of results of the initial measurement of dynamics (swimming for distance) without fins, and statics (apnea). (1TPL)
2. Apnea diving equipment, preparation, adjustment, and solving equipment problems. (1TPL)
3. Teaching of the correct use of the diving equipment (fins, the face mask, snorkel). (1E)
4. Swimming techniques at the surface, with equipment. (1TPL)
5. Teaching swimming techniques at the surface, with equipment. (1E)
6. Equalizing pressure. Staying in place with equipment, swimming with equipment in different positions. Snorkel clearing: equalizing pressure technique – Valsalva. (1TPL)
7. Teaching the pressure equalizing. (1E)
8. Immersion techniques. Technique of vertical immersion, leg entry, hunters entry. (1TPL)
9. Teaching immersion techniques. (1E)
10. Underwater equipment putting on technique. Underwater mask clearing, taking the position for equipment adjustment. (1TPL)
11. Teaching underwater equipment adjustment technique. (1E)
12. Training techniques with the aim of apnea prolongation. Techniques of chest stretching, breathing, relaxation, and visualization. (1TPL)
13. Teaching the techniques of chest stretching, breathing, relaxation, and visualization. (1E)
14. Water balance techniques. Adequate positioning in diving (Archimedes' principle). (1TPL)
15. Teaching balance in diving. (1E)
16. Techniques of diving below the water surface with and without the equipment. Stereo fin diving technique, dolphin kick technique, and breaststroke technique without fins. (1TPL)
17. Teaching techniques of diving below the water surface. (1E)
18. Techniques of dives and rising to the surface according to CMAS and AIDA protocol. (1TPL)
19. Teaching techniques of dives and rising to the surface according to CMAS and AIDA protocol. (1E)
20. Methodical procedures for improvement of efficiency of movement in diving. Performance of flips, spiral turns, and similar motor tasks. (1TPL)
21. Teaching different motor tasks under the water. (1E)
22. Methodical procedures for prolongation of the diving apnea. Performance of longer dynamic dives, breath holding in static apnea. (1TPL)
23. Repeating longer dynamic dives and breath holding in static apnea. (1E)
24. Final measurement of statics (apnea), dynamics (swimming for distance) with and without fins. (1E)

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet			
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)			
	<input checked="" type="checkbox"/> field work				
2.8. Student responsibilities	Regular class attendance, active participation in class, participation in testing procedure.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training	0,5
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	
	Tests	0,5	Oral exam	(other)	
	Written exam	0,5	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 25% Practical training 25%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Drviš, I. (2011). Predavanja za studente u PPT prezentaciji.			Web site	
	2. Lorencin, L. (1999). Ronjenje na dah za početnike. Medulin: izdanje autora.		2	Faculty bookstore	
	3. Paulin, D. (2002). Tečaj ronjenja na dah. (skripta)		2	Faculty bookstore	
2.12. Optional literature (at the time of submission of study programme proposal)	Drviš, I. (2011). Trening ronilaca na dah. (skripta)				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	SYNCHRONIZED SWIMMING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Gordana Furjan Mandić, Ph.D. <u>Part-time Associates:</u> Iva Gričar, Mag.Cin., Senior Lecturer Nikolina Skender, Mag.Cin., Senior Lecturer	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30 (2 student groups)
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquaint students with the basics of synchronized swimming (kinesiological analysis, anthropological analysis, the basic figures, the basic coreography, biomechanical characteristics of the basic elements of synchronized swimming). To enable students for independent performance of the basic strokes, positions, transfers, figures, and coreography. To acquaint students with the principles of competition-specific preparation and of the organization of competition.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Swimming.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to apply the knowledge from the area of synchronized swimming as additional sports activity in water. They will be able to explain the basics of synchronized swimming within other water sports. They will be able to apply methods of teaching the beginners within the educational system and in recreation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the competition rules in synchronized swimming, - understand the basics of performance of elements in synchronized swimming, - acquire the skill to perform the basic positions in synchronized swimming, - acquire the skill to perform the basic transfers in synchronized swimming, - independently create a basic choreography in synchronized swimming, - present a choreography, accompanied by music, individually or as a team.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (1 lecture hour for each teaching topic) 1. Introduction to and history of synchronized swimming. 2. Analysis of synchronized swimming (kinesiological, anthropological, biomechanical). 3. The basic positions and transfers in synchronized swimming. 4. Figures and choreography. 5. Competition rules and equipment. 6. The basic of training in synchronized swimming. Theoretical-practical lectures and exercises in the swimming pool 1. The basics of technique in synchronized swimming, methodical teaching procedures. (1TPL)		

2. Teaching of side crawl, synchro crawl, synchro breaststroke, connecting the elements of synchro swimming techniques with timing and beat. (1E)
3. The basic back positions and the eggbeater kick, methodical learning techniques. (1TPL)
4. Teaching of the back layout, eggbeater kick, application of diving in synchronized swimming, connecting the back layout and eggbeater kick with timing and beat. (1E)
5. The basic front and back layout, sailboat/bent knee and side eggbeater kick, methodical learning techniques. (1TPL)
6. Teaching of the sailboat/bent knee in back and front layout, side eggbeater kick, connecting the basic back and front layout, back and front bent knee and side eggbeater kick with timing and beat. (1E)
7. Ballet leg, pulled back layout, methodical learning techniques. (1TPL)
8. Teaching the ballet leg (right and left leg), pulled back layout and connecting all the learned elements to a choreography. (1E)
9. Tub position, flamingo (right and left leg), front flip, back flip, arm position in eggbeater kick; methodical learning techniques. (1TPL)
10. Teaching the tub position, flamingo (right and left leg), front and back flip, arm position in eggbeater kick and connecting all the elements, with timing and beat. (1E)
11. The double ballet leg position, boost, methodical learning techniques. (1TPL)
12. Practicing the double ballet leg, boost, repeating and connecting all the learned elements to a choreography, practicing choreography with music. (1E)
13. Transfer– the dolphin, methodical learning techniques. (1TPL)
14. Teaching the dolphin, choreographies outside and in the water, with music. (1E)
15. Figure Kip and male and female split walkout, teaching methods techniques. (1TPL)
16. Teaching the figure Kip and female (male) split walkout from the back layout, tub and i back flip (1/2), adding the new elements to the choreography, with timing and beat. (1E)
17. The basic transfers, methodical learning techniques. (1TPL)
18. Teaching of the basic transfers: transfer from the basic layout to the tub, 360° twist in tub position to the figure kip; from the basic layout to the bent knee on the back (right and left leg), transfer to ballet leg on the back (right and left leg). Practicing the choreography with music. (1E)
19. Methodical learning techniques of formations in synchronized swimming (lines, circles, queues). (1TPL)
20. Practicing all the learned figures, positions, and transfers, practicing choreography with music. (1E)
21. Practicing choreography. (1E)
22. Presentation of choreography and of the learned elements. (1E)
23. Analysis of judging in figure competition (field work – attending a competition). (1L)
24. Analysis of judging in routine competition (field work – attending a competition). (1L)

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops				
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)			
	<input checked="" type="checkbox"/> field work				
2.8. Student responsibilities	Regular class attendance, active participation in class, participation in the final coreography.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training	0.5
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	
	Tests	0.5	Oral exam	(other)	
	Written exam	0.5	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 25% Practical training 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Gričar, I. (2010). Predavanja u PPT prezentaciji (brošure).				Web site
	2. Volčanšek, D., Vočlanšek, B. (1994). Priručnik za trenere i suce sinkroniziranog plivanja. Zagreb: Fakultet za fizičku kulturu.			2	Faculty bookshop
	3. Volčanšek, D. (1997). Škola sinkroniziranog plivanja. Zagreb: Fakultet za fizičku kulturu.			2	Faculty bookshop
2.12. Optional literature (at the time of submission of study programme proposal)	1. Synchronized swimming rules (2009). Lausanne: FINA 2. FINA Synchronized Swimming Judges, Trainig Manual (1998). FINA Permanent Office in Lausanne, Switzerland.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6.Year of the study programme	4
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1.2. Name of the course	CROSS-COUNTRY SKIING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	45
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Students will acquire basic theoretic, theoretic-practical and practical information regarding cross country skiing as a kinesiological activity. The course will be conducted on the Faculty of Kinesiology and, in the form of field work, in an adequate winter-touristic centre. Students will be introduced with and will acquire the elements of classic and free skating techniques on the level of motor manifestation and demonstration. They will acquire teaching technique exercises for instructing cross country skiing and all knowledge regarding the proper manners and safety behaviours when conducting classes on ski courses.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain knowledge about basics of classic and free style skating techniques in cross country skiing, teaching methods for instructing those techniques and will be able to transfer those attained knowledge to others or implement them in the specific situations, on the cross country skiing courses. Students will, after successfully passed final exam, be qualified for teaching basic cross country skiing techniques and organizing and conducting cross country skiing events within the extracurriculum and/or extramural activities of students.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - teach other students basics of cross country skiing - recognize and differentiate elements of classic and free style skiing techniques - implement teaching methods for instructing cross country skiing - analyze and recognize the criteria for acquisition level quality evaluation of cross country skiing techniques - integrate the basics of cross country skiing into the winter vacations' plan and programme for students - animate students for cross country skiing as a form of physical recreation activity, school sport or competitive sport - analyze and recognize the criteria for the efficacy evaluation of the students' winter vacation programme 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Introductory lecture about cross country skiing (evolution of cross country skiing and literature) 2. Cross country skiing equipment 3. Cross country skiing techniques (classis and free style technique) <p>Theoretical-practical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Kinesiological analysis of cross country skiing classic techniques' stride 2. Kinesiological analysis of cross country skiing skate techniques' stride 3. Teaching methods for instructing cross country skiing 4. Cross country skiing as a competitive sport (rules and organization of competitions in cross country skiing) 5. Cross country skiing as a content of organized winter vacations 6. Cross country skiing as a school sport <p>Exercises (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Teaching methods for instructing double poling and one-step double poling 2. Teaching methods for instructing diagonal stride 3. Teaching methods for instructing uphill classic techniques and snowplow 4. Teaching methods for instructing downhill skiing 5. Teaching methods for instructing symmetrical 2/1 stride 6. Teaching methods for instructing 1/1 stride 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Seminars 25% Oral exam 25%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	<ol style="list-style-type: none"> 1. Cvetnić, R. (2004). 110 godina skijanja u Zagrebu i Hrvatskoj, od prve skijaške udruge do danas. Zagreb: Pop & pop i Zagrebački skijaški savez. 2. Guček, A., Videmšek, D. (2003). Smučanje danas. Ljubljana: ZUTS. 3. Jošt, B., Pustovrh, J. (1994). Nordijsko smučanje. Ljubljana: Fakulteta za šport. 		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Cigrovski, V., Matković, B., Malec, L., Mlinarić, G. (2011). Trening koordinacije, važne motoričke sposobnosti za skijaše trkače. U: Zbornik radova Kondicijska priprema sportaša, Zagreb, 25. i 26. 02. 2011., 404-407. 2. Cigrovski, V., Matković, B., Malec, L. (2009). Skijaško trčanje kao jedan od sadržaja sporta i rekreacije u zimsko vrijeme. U: Zbornik radova Upravljanje slobodnim vremenom sadržajima sporta i rekreacije, Zagreb 22. 02. 2009., 267-271. 3. Cigrovski, V., Matković, B., Malec, L., Mlinarić, G. (2009). Igra kao način poučavanja skijaškog trčanja. U: Zbornik radova 18. ljetne škole kineziologa Hrvatske, Poreč, 23. – 27.06. 2009., 389-395. 4. Cigrovski, V., Matković, B., Matković, R. B. (2008). Skijaško trčanje kao rekreacijska aktivnost mladih na zimovanju. Hrvatski športsko-medicinski vjesnik, 23(2), 88-92. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1.Course teacher	Assist.Prof. Željko Hraski, Ph.D.	1.6.Year of the study programme	4
1.2.Name of the course	SPORTS PROGRAMMES FOR PRESCHOOL CHILDREN	1.7.Credits (ECTS)	2
1.3.Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12V)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	40
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1.Course objectives	The students will gain the necessary theoretical and practical knowledge on diverse types of sports programmes for the children of preschoolage as well as of the effects of those programmes on motor and overall growth and development of children.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to: <ul style="list-style-type: none"> - implement qualitatively the contents of physical education instruction in children day-care centres (kindergartens); - execute assessments (tests) of motor status of preschool children and to interpret their results. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained to: <ul style="list-style-type: none"> - create various sports programmes for preschool children; - realize sports programmes in kindergartens; - work with preschool children within the framework of training process of various sports; - assess motor status of preschool children; - design and implement various games the goal of which is the development of specific sports competences in preschool children. . 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (2 contact hours are allocated to each topic):</p> <ol style="list-style-type: none"> 1. Characteristics of motor development of preschool children. Impact of physical exercise and sports on healthy, active and productive life of children. Current situation and development trends. 2. Specific attributes of children's world of sports. Diverse kinds of sports programmes for preschool children and their characteristics. Objectives of the preschool sports programmes. Peculiarities of the preschool sports programmes for the children with special needs. 3. Assessment of motor progression. Transformations of children's anthropological characteristics under the influence of diverse sports programmes. The development of motor abilities and skills in the function of cognitive, social and emotional development of children. <p>Theoretical-practical lectures and exercises (2TPL+2E hours are allocated to each topic):</p>		

	<ol style="list-style-type: none"> 1. The didactic design: organizational forms, teaching techniques and methods, contents distribution – specific features of work with preschool children. 2. Motor skills development – natural movement patterns. 3. Motor skills development – gymnastics, athletics, swimming. 4. Motor skills development – ball sports. 5. Motor skills development – other sports. 6. Games aimed at the development of specific kinesiological competences in preschool children. 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures		2.7.Comments:	
	A part of the instruction will be delivered at the Zagreb Faculty of Kinesiology premises, whereas the other part will be conducted at the premises of the Kindergarten Jarun (gymnasium, multimedia room), pursuant to the cooperation agreement.					
2.8.Student responsibilities	Regular class attendance and activity in the theoretical-practical lectures and exercises. Individual and group presentations of the newly adopted knowledge and skills.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 25% Practical training (presentation) – 25% Seminar essay – 25% Oral exam – 25%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Hraski, Ž. (2002). Utjecaj programiranih tjelesnih aktivnosti na rast i razvoj djece predškolske dobi. u: Findak, V. (ur.), Zbornik radova 11. ljetne škole kineziologa Republike Hrvatske „Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije“, Rovinj, 22. – 26. lipnja 2002. Zagreb: Hrvatski kineziološki savez, 242-243.					
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Hraski, Ž. (2003). Integrating sport into kindergarten curriculum. u: Puhak, S., Kristić, K. (ur.) Proceedings Book of the XVth European Sports Conference „Making Sport Attractive for All“, Dubrovnik, September 24 – 26, 2003, Zagreb: Ministry of Education and Sport of the Republic of Croatia, 108-112. 2. Hraski, M., Kijuk, M., Hraski, Ž. (2008). Differences in motor efficiency of girls and boys involved in the kindergarten sports program. u: Prskalo, I., Findak, V., Strel, J. (ur) Proceedings of the 2nd International Conference on Advances and Systems Research – 2nd Special Focus Symposium on Kinesiological Education – the answer of the contemporary school, Zadar, November 12 – 16, 2008, Zagreb: Faculty of Teacher Education, 176-182. 					

	<ol style="list-style-type: none"> 3. Hraski, Ž. (2005). Načela realizacije sportskih programa za djecu predškolske dobi. u: Kunstek, M. i sur. (ur.) Zbornik radova Međunarodnog skupa „Dijete u kretanju“, Dani dječjih vrtića grada Zagreba, 2005, Zagreb: Gradski ured za obrazovanje i šport, 20-24. 4. Hrvoj, J., Fočić, B., Vrbanović, Lj., Bujanić, R., Hraski, Ž. (2005). Športski vrtić Jarun. u: Kunstek, M. i sur. (ur.) Zbornik radova Međunarodnog skupa „Dijete u kretanju“, Dani dječjih vrtića grada Zagreba, 2005., Zagreb: Gradski ured za obrazovanje i šport, 149-155. 5. Hraski, Ž., Hraski, M., Stojsavljević, V. (2011). Razvoj koordinacije kod djece predškolske dobi. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T., Bok, D. (ur.) 9. godišnja međunarodna konferencija „Kondicijska priprema sportaša 2011 – Trening koordinacije“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 101-104.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Marko Jurčević, Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	TABLE TENNIS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Part-time Associate: Dean Teodorović, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	80-120
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - introducing students with the basic characteristics of table tennis - mastering technique performances in table tennis - acquiring teaching methods for instruction of elements in table tennis - introducing students with biomechanical elements of movement in table tennis - introducing with basic theoretical knowledge of table tennis 		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements		
2.3. Learning outcomes at the level of the programme to which the course contributes	To acquire basic theoretical knowledge of table tennis, to teach students the basic teaching methods for instructing table tennis techniques to beginners, to develop the conscience for professional deliberation on table tennis practiced in schools, physical recreation and competition.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand all table tennis rules and the evolution of the game - plan, programme and implement instructions in table tennis - implement teaching and training methods in the process of instructing the basic elements of table tennis to beginners - recognize and correct major errors in performance of basic table tennis techniques - explain and define the biomechanical performance of basic table tennis techniques - suggest a proper choice of racquet rubbers to beginners - directing of talented children into table tennis clubs 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. History, rules and evolution of modern table tennis racquets and balls production systems and its influence on the changes in the game (1L) 2. Kinesiological analysis of forehand and backhand shot from the spot and in the movement. Kinesiological analysis of the serve (1,5L) 3. Kinesiological analysis of forehand and backhand volley shot performance from the spot and in the movement. Kinesiological analysis of smash shot (1,5L) 		

	<p>4. Anthropological analysis of tennis (1L) 5. Strategic and technical tactical application of shots in the game (1L)</p> <p>Theoretical-practical lectures (each topic is covered with 1 class except for the 3rd topic which is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Teaching methods and performance of forehand from the spot and in the movement 2. Teaching methods and performance of backhand from the spot and in the movement 3. Teaching methods and performance of serve 4. Teaching methods and performance of forehand volley from the spot and in the movement 5. Teaching methods and performance of backhand volley from the spot and in the movement 6. Teaching methods and performance of smash from the spot and in the movement 7. Teaching methods and performance of forehand and backhand shots through the game play 8. Serve and rotations (slice, spin, twist serve) 9. Teaching methods and performance of forehand volley through the game play 10. Teaching methods and performance of backhand volley through the game play 11. Teaching methods and performance of smash through the game play <p>Exercises (each topic is covered with 1 class except for the 3rd and 8th topic which are covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Teaching technique exercises, their sequence and progressiveness in instruction of forehand shot from the spot and in the movement 2. Teaching technique exercises, their sequence and progressiveness in instruction of backhand shot from the spot and in the movement 3. Teaching technique exercises, their sequence and progressiveness in instruction of serve 4. Teaching technique exercises, their sequence and progressiveness in instruction of forehand volley shot (from the spot and through space) 5. Teaching technique exercises, their sequence and progressiveness in instruction of backhand volley shot from the spot and in the movement 6. Teaching technique exercises, their sequence and progressiveness in instruction of smash shot from the spot and in the movement 7. Teaching technique exercises, their sequence and progressiveness in instruction of forehand and backhand shot through the game play 8. Teaching technique exercises, their sequence and progressiveness in instruction of spin serve shots (slice, spin, twist, serve) 9. Teaching technique exercises, their sequence and progressiveness in instruction of forehand and backhand volley and smash shots through the game play 10. Teaching technique exercises, their sequence and progressiveness in instruction of basics of technique application in the tactics of tennis 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular theoretical and practical class attendance, devoted and active participation in the class.					
	Class attendance	0.5	Research		Practical training	

2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exam 25% Oral exam 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Kondrič, M., Hudetz, R., i Furjan-Mandić, G. (2010). Osnove stolnog tenisa. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
	2. Kondrič, M. (2007). Stolni tenis – priručnik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Kondrič, M., Furjan-Mandić, G. (2002). Fizička priprema stolnotenisača. Zagreb: Zagrebački športski savez, Kineziološki fakultet Sveučilišta u Zagrebu. 2. Seemiller, D. i Holowchak M. (2000). Stolni tenis – vještine, strategije i treninzi. Zagreb: Gopal. 3. Hudetz, R. (1984). Stolni tenis - tehnika. Zagreb: Sportska tribina. 4. Hudetz, R. (2000). Stolni tenis, tehnika s Vladimirom Samsonovom. Zagreb: Huno sport.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dragan Milanović, Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	STRATEGIC PROGRAMMING IN SPORT	1.7. Credits (ECTS)	2
1.3. Associate teachers	Sanja Šalaj, M.Sc. Zrinko Čustonja, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Qualify students for strategic considerations about current issues and sports development perspectives. Furthermore, students should attain knowledge on strategic plan and programme design on local, regional and global level.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Familiarization of basic organizational units and functioning of sport on municipal, district and state level. Acquired knowledge will qualify students for significantly contributing to school sport, club sport, sport for all and sport for disabled development. They will also be qualified for participation in expert teams for designing strategic documents at all levels of sport functioning.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Identify and analyze basic sports features in Croatian society. Explain and critically evaluate elements of sport development strategy design. Apply their knowledge on sports development programmes considering all necessary resources: athletes, sports preparation technology, coaches and expert teams, facilities and equipment, interstate cooperation and scientific research.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Sport in modern Croatian society: sports organization and legislation (1P) 2. Athletes: selection, categorization, financial compensation and stimulation for accomplishments (2P) 3. Coaches and other professionals in Croatian: training and education, employment, social-employment status, professional development. (2P) 4. Facilities and equipment for sport: planning, construction, maintenance and its utilization. (1P) 5. Interstate cooperation: international sports associations, international scientific associations, Croatian representatives participation in international sport (1P) 6. Education of athletes: athletes-only classes within elementary schools, high schools and in higher education. (1P) 7. Women in sports: representation of women in sports. Specificity of female athletes' training. (1P) 8. Sports preparation technology: improvement of diagnostic procedures (2P) 9. Modern methods of programming transformational processes (2P) 10. Strategic orientation of sports and sports preparation development (2P) <p>Seminars</p> <ol style="list-style-type: none"> 1. Designing sports development programmes on local, regional and global level. (1S) 2. Local, regional and national development programme of school and higher education institutions sport (2S) 3. Local, regional and national development programme of sport for all (2S) 4. Local, regional and national development programme of top-level sport (2S) 		

	5. Local, regional and national development programme of sport for disabled (2S) 6. Improvement of diagnostic procedures and the application of the testing results (2S) 7. Applying modern methods of planning, programming and control of the transformational processes in sport (2S) 8. New orientations in the transfer of knowledge development in sport. (2S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Milanović, D., Čustonja, Z., Bilić, D. (ur.) (2011) Temeljna načela i smjernice razvoja športa u Republici Hrvatskoj. Zagreb: Nacionalno vijeće za šport i Ministarstvo znanosti obrazovanja i športa Republike Hrvatske. (u tisku)				web
	2. Milanović, D. i sur. (2009) Strategija razvoja školskoga športa u Republici Hrvatskoj 2009. – 2014. Zagreb: Ministarstvo znanosti obrazovanja i športa Republike Hrvatske.			5	
	3. Milanović, D. (ur.) (2001). Stanje i perspektive zagrebačkog sporta. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu i Zagrebački športski savez.			5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Milanović, D. (2000). Strategija razvoja sporta u Hrvatskoj. Olimp, 4, 4-7. 2. Milanović, D. (2000). Hrvatski sportski model za 21. stoljeće. Olimp, 5, 8-11. 3. Milanović, D., Jukić, I., Šimek, S. (2007). Antropološka, metodološka i metodička istraživanja kao čimbenik stručnog rada u području sporta, Zbornik radova 16. ljetne škole kineziologa, 32-48. 4. Milanović, D., Jukić, I., Šimek, S. (2003). Role of the sport profession and qualified personnel. Proceedings book of XVI European Sport Conference Making sport attractive for all, Dubrovnik, Croatia.175-183. 5. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa (u tisku).				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.3. Course teacher	Prof. Vesna Babić, Ph.D.	4.6. Year of the study programme	4
1.4. Name of the course	TRIATHLON	4.7. Credits (ECTS)	2
1.4. Associate teachers	Ivan Ivezić, Mag.Cin.	4.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	4.9. Expected enrolment in the course	15-20
1.6. Status of the course	Elective	4.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - to introduce the student with the basic characteristics of triathlon - correct mastering of moving structure techniques in all three compounding sports of triathlon - acquiring teaching methods for instructing specific techniques of all three compounding sports of triathlon - to acknowledge biomechanical movement principles in all three compounding sports of triathlon - acquire basic theoretical knowledge of triathlon 		
2.2. Course enrolment requirements and entry competences required for the course	Each student has to own his/her own bicycle which is required for the practical classes. Enrolment requirements: successfully passed final exam of Track and field – walking and running course and Swimming course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>To implement knowledge, skills and theoretical knowledge for the purpose of developing triathlon as a sport. To educate and explain, by introducing multistructural activities such as triathlon, the importance of physical activity in everyday life. To identify and analyse the possibilities of organizing triathlon competitions with the purpose of sports tourism development. Practical implementation of acquired knowledge and skills through participation in the adjusted forms of triathlon competitions.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the role and significance of each event in triathlon - implement acquired knowledge and skills in teaching beginners - analyse performance of certain movement structures - participate in the organization of triathlon competitions - autonomously conduct modified forms of triathlon competitions - understand the rules and functioning systems of competitions in triathlon 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 1 class)</p> <ol style="list-style-type: none"> 1. Triathlon – general information 2. Cycling – general information 3. Specificities of cycling in triathlon 4. Transition T1 and T2 5. Specificities in swimming and running in triathlon 6. Recovery methods in triathlon <p>Theoretical-practical lectures (each topic is covered with 1 class)</p>		

1. Training programmes for basic aerobic endurance, speed and speed endurance development in swimming
2. Training programmes for basic aerobic endurance, speed and speed endurance development in cycling
3. Training programmes for basic aerobic endurance, speed and speed endurance development in running
4. Training programmes – transitions T1 and T2
5. Strength training in triathlon
6. Flexibility – stretching in triathlon
7. Periodization in triathlon
8. Training process planning in triathlon
9. Mental preparation – preparation for the competition
10. The importance of food and fluid intake during trainings and competitions
11. Heart rate and load determination for each particular event in triathlon
12. differences in training process for particular types of triathlon (sprint – Olympic – long triathlon)

Exercises (each topic is covered with 1 class)

1. Open water group swimming
 - deep water mass start
 - mass pontoon jump start (of the platform)
2. Orienteer swimming – buoy in the open water
 - individually
 - in group
3. T1 – leaving water and entering the transition zone T1
4. T1 – jumping onto the bicycle and leaving the transition zone T1
5. T2 – leaving the bicycle and entering transition zone T2
6. T1+T2 – transitions
7. Bicycle – pack ride
 - individual overtaking
 - parallel overtaking
8. Bicycle – hill climbing cycling technique and turning technique
9. Running – standard continuous 500m-2,5 km running after bicycle ride
10. Variable continuous 2,5 km run
11. Super sprint triathlon (250 m swimming, 6,5 km cycling, 1,25 km running)
12. Sprint triathlon (750 m swimming, 20 km cycling, 5 km running)

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet			
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> participation in modified triathlon competition			
	<input checked="" type="checkbox"/> field work				
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each	Class attendance	0.2	Research	Practical training	0.6
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam	0.6	(other)	
	Written exam	0.6	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Active participation on classes 10% Tests – practical training 30% Written exam 30% Final – oral exam 30%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Friel, J. (2004). The triathletes Bible (2. izd). Velo Press.					
	2. Dallam, G., Jonas, S. (2008). Championship Triathlon Training. Champaign, IL: Human Kinetics.					
	3. Hobson, W., Campbell, C., Vickers, M. (2001). Swim, bike, run. Champaign IL: Human Kinetics.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Cecil M. Colwin (1998). Plivanje za 21. stoljeće, Gopal. 2. Chambers, K. (2007). ITU Competitive Coaching Course Manual. ITU. 3. Evans, M. (1997). Endurance athlete's edge. Champaign IL: Human Kinetics. 4. Mierke, K. (2005). Triathlon Training Running. A&C Black Ltd. 5. Santos, S. (2008). ITU Competitive Coaching Course, 3 – 10 October, Medulin, 2008. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

8th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY COURSES						
Sports Medicine and Hygiene	Assist.Prof. Saša Janković, M.D., Ph.D.	60		15		5.5
MANDATORY MODULE – KINESIOLOGY IN EDUCATION						
Kinesiological Teaching Methods in Preschool	Prof. Boris Neljak, Ph.D.	15	15	15		4.5
Kinesiological Teaching Methods in Elementary School	Prof. Boris Neljak, Ph.D.	30	15	30		8
ELECTIVE MODULE - SPORTS						
Anthropological Analysis in Track-and-Field	Assist.Prof. Dražen Harasin, Ph.D.	15	15			2.5
Training Methodology in Track-and-Field 1	Assist.Prof. Ljubomir Antekolović, Ph.D.	15	15	30		4.5
Anthropological Analysis in Wrestling	Čedomir Cvetković, M.Sc.	15	15			2.5
Training Methodology in Wrestling 1	Čedomir Cvetković, M.Sc.	15	15	30		4.5
Anthropological Analysis in Sailing	Prof. Goran Oreb, Ph.D.	15	15			2.5
Training Methodology in Sailing 1	Prof. Goran Oreb, Ph.D.	15	15	30		4.5
Anthropological Analysis in Judo	Prof. Hrvoje Sertić, Ph.D.	15	15			2.5
Training Methodology in Judo 1	Prof. Hrvoje Sertić, Ph.D.	15	15	30		4.5
Anthropological Analysis in Basketball	Prof. Bojan Matković, Ph.D.	15	15			2.5
Training Methodology in Basketball 1	Prof. Bojan Matković, Ph.D.	15	15	30		4.5
Anthropological Analysis in Football	Assist.Prof. Valentin Barišić, Ph.D.	15	15			2.5
Training Methodology in Football 1	Assist.Prof. Valentin Barišić, Ph.D.	15	15	30		4.5
Anthropological Analysis in Volleyball	Prof. Nenad Marelić, Ph.D.	15	15			2.5
Training Methodology in Volleyball 1	Prof. Nenad Marelić, Ph.D.	15	15	30		4.5
Anthropological Analysis in Swimming	Prof. Goran Leko, Ph.D.	15	15			2.5
Training Methodology in Swimming 1	Prof. Nada Grčić-Zubčević, Ph.D.	15	15	30		4.5
Anthropological Analysis in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	15	15			2.5
Training Methodology in Rhythmic Gymnastics 1	Prof. Gordana Furjan-Mandić, Ph.D.	30		30		4.5
Anthropological Analysis in Handball	Prof. Dinko Vuleta, Ph.D. (T)	15	15			2.5
Training Methodology in Handball 1	Prof. Dinko Vuleta, Ph.D. (T)	15	15	30		4.5
Anthropological Analysis in Skiing	Prof. Bojan Matković, Ph.D.	15	15			2.5
Training Methodology in Skiing 1	Prof. Bojan Matković, Ph.D.	15	15	30		4.5

Anthropological Analysis in Artistic Gymnastics	Prof. Kamenka Živčić Markovć, Ph.D. Assist.Prof. Željko Hraski, Ph.D.	15	15			2.5
Training Methodology in Artistic Gymnastics 1	Prof. Kamenka Živčić Markovć, Ph.D. Assist.Prof. Željko Hraski, Ph.D.	15	15	30		4.5
Anthropological Analysis in Tennis	Prof. Boris Neljak , Ph.D.	15	15			2.5
Training Methodology in Tennis 1	Prof. Boris Neljak , Ph.D.	15	15	30		4.5
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS						
Anthropological Analysis in Basic Kinesiological Transformations	Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	15	15			2.5
Training Methodology in Basic Kinesiological Transformations 1	Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	15	15	30		4.5
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES						
Anthropological Analysis in Physical Conditioning of Athletes	Prof. Igor Jukić, Ph.D.	15	15			2.5
Training Methodology in Physical Conditioning 1	Prof. Igor Jukić, Ph.D.	15	15	30		4.5
ELECTIVE MODULE - FITNESS						
Training Methodology in Fitness 1	Prof. Goran Marković, Ph.D.	30		30		4.5
Health-related Aspects of Training and Nutrition in Fitness	Prof.Marjeta Mišigoj-Duraković,M.D.,Ph.D.(T)	15	15			2.5
ELECTIVE MODULE - Kinesiological Recreation						
Kinesiological Recreation in Leisure Time 1	Prof. Mirna Andrijašević, Ph.D.	30	15	15		4.5
Programming in Kinesiological Recreation	Prof. Mirna Andrijašević, Ph.D.	30				2.5
ELECTIVE MODULE - Kinesitherapy						
Methods and Programming of Kinesitherapeutic Procedures 2	Assist.Prof. Dubravka Ciliga, Ph.D.	15	15	30		4
Health Psychology – Selected Topics	Lada Perković, Senior Lecturer	15	15			3
ELECTIVE MODULE – SPORT MANAGEMENT						
Management in Sports Organisations	Prof. Mato Bartoluci, Ph.D. (T)	30	15			4
Management in Sport and Tourism	Prof. Mato Bartoluci, Ph.D. (T)	30	15			3
ELECTIVE COURSES						
Physiology of Exercise in Extreme Environments	Prof. Branka Matković, M.D., Ph.D.	15	15			2
K-1	Prof. Safet Kapo, Ph.D.	18		12		2
Nordic Walking	Prof. Gordana Furjan-Mandić, Ph.D.	18		12		2

Mountaineering and Physical Recreation Programmes in Natural Enviroments	Assist. Prof. Drena Trkulja Petković, Ph.D.	16		14		2
Self-Defence	Prof. Hrvoje Sertić, Ph.D.	18		12		2
Attitudes Towards Kinesiological Activities	Prof. Ksenija Bosnar, Ph.D.	15	15			2
Tennis	Prof. Boris Neljak , Ph.D.	18		12		2
Introduction to SPSS (IBM SPPS, PASW STATISTICS) Data Analysis System	Prof. Franjo Prot, Ph.D. (T)	15		15		2

Remark:

In the 8th semester the students enrol on 1 out of 8 offered elective courses from the list.

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Saša Janković, M.D., Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	SPORTS MEDICINE AND HYGIENE	1.7. Credits (ECTS)	5.5
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (60L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	180
1.5. Status of the course	Compulsory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Enabling students to administer first aid according to medical postulates. Acquiring knowledge regarding the prevention of sports injuries and applying this knowledge in practice. Participation in the treatment and in conducting the rehabilitation of injured athletes. Control of the nutrition regimen of athletes and composing of the menu of athletes and persons who participate in physical exercise on a recreational basis.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Functional Anatomy, Physiology of Sport and Exercise, Biological Kinanthropology.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Sports medicine provides students with knowledge of: <ul style="list-style-type: none"> - importance and purpose of health control of athletes, - pathology of load in sport, - sports hygiene. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - defining the position and historical development of sports medicine on a local, regional, and global level; - importance of sports medicine in the training process and competitions; - ability to manage common uncomplicated injuries in physical education class; - knowledge of basic postulates of administering first aid; - knowledge of purpose and importance of preventive examinations for athletes; - knowledge of contraindications to sports activity; - knowledge of harmful effects of doping; - knowledge of characteristics of nutrition for athletes. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (2 lecture hours for each teaching topic) <ol style="list-style-type: none"> 1. The definitions and the areas of human medicine. 2. The history of sports medicine. 3. The tasks of a sports physician. 4. The influence of physical exercise on health – the diseases of the civilization. 5. Health control: the aim and the importance of preventive examinations. 6. Medical examination. 		

	<p>7. Contraindications for sporting activity participation.</p> <p>8. Athlete's heart.</p> <p>9. Electrocardiogram of a trained person.</p> <p>10. Ability testing.</p> <p>11. Specific features of the medical examination of certain sports: underwater diving activities, gliding, boxing.</p> <p>12. Pathology of load in sport: acute and chronic sport injuries.</p> <p>13. Classification of sport injuries.</p> <p>14. Injuries to the skin and subcutaneous tissue.</p> <p>15. Muscle injuries.</p> <p>16. Tendon injuries.</p> <p>17. Joint injuries.</p> <p>18. Bone injuries and injuries to the periosteum.</p> <p>19. Head injuries, thorax injuries, injuries of the abdomen, injuries of the urogenital organs.</p> <p>20. Orthostatic collapse. Injuries inflicted by heat and other types of radiation.</p> <p>21. First aid and resuscitation.</p> <p>22. Overtraining.</p> <p>23. Doping.</p> <p>24. Specific sport injuries and impairments.</p> <p>25. Prevention of injuries. Rehabilitation.</p> <p>26. Characteristics of nutrition in sport.</p> <p>27. Energy needs. Characteristics of the nutrition of long distance runners.</p> <p>28. Hygiene of sportswear and sports footwear.</p> <p>29. Hygiene of sports facilities. Personal hygiene.</p> <p>30. Massage: the effects of massage on the organism. Types of massage. The basic manipulations in massage: gliding movements, squeezing, rubbing, tapping, cupping, shaking, rolling, swaying. The structure of manipulations according to the regions of the body.</p> <p>Exercises (2 exercise hours for each teaching topic, except the topic no. 7, that is taught during 3 hours)</p> <p>1. Wounds and wound complications.</p> <p>2. Wound management.</p> <p>3. Bone fractures.</p> <p>4. First aid and immobilization for bone fractures.</p> <p>5. Introduction to massage.</p> <p>6. The manipulations in massage.</p> <p>7. Resuscitation.</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities			

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1.5	Oral exam	3.0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 9% Tests 27% Oral exam 55% Practical training 9%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Medved, R. i sur. (1987). Sportska medicina, Zagreb: JUMENA.					
	2. Pećina, M., Heimer, S. (1995). Sportska medicina: odabrana poglavlja. Zagreb: Naprijed.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Pećina, M. (1992). Sindromi prenaprezanja. Zagreb: Globus. 2. Kibler, B. W. (1990). The sport preparticipation fitness examination. Champaign, Illinois: Human Kinetics.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Mandatory module KINESIOLOGY IN EDUCATION

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL TEACHING METHODS IN PRESCHOOL	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Zlatko Šafarić, M.Sc., senior lecturer Dario Novak, Ph.D., research assistant Vilko Petrić, Ph.D., assistant Associate professor Ivan Prskalo, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (15L+15E+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	200
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce the students to the implementation of all forms of educational work in physical education in preschool children. To introduce the students to the typical motor knowledge which are implemented in all forms of educational work in preschool children.		
2.2. Course enrolment requirements and entry competences required for the course	The following courses need to be completed: <i>Teaching Methods in Kinesiology, Didactics, Pedagogy, Psychology</i>		
2.3. Learning outcomes at the level of the programme to which the course contributes	Applying the acquired knowledge in educational work with preschool children. Introduce the students to the specificities of implementing appropriate exercises that may influence the anthropological status of preschool children. Train the students so that they will be able to adequately prepare for lecturing physical education.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - be familiar with the characteristics of growth and maturation of preschool children; - distinguish between all forms of educational work in preschool; - be familiar with kinesiological and other games intended for preschool children; - distinguish between forms of exercising intended for preschool children; - devise a specific plan of physical exercising in preschool children; - apply the acquired knowledge in children of all age-groups in preschool. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	LECTURES (each lecture takes 2 hours to complete except for the lecture number 8 which takes 1 hour) 1. INTRODUCTION Early childhood: preschool age (younger, middle and older). 2. CHARACTERISTICS OF GROWTH AND DEVELOPMENT IN PRESCHOOL CHILDREN Characteristics of morphological development. Characteristics of motor development (phases of reflex activity, of spontaneous movement, of basic movement, of basic sensory-motor characteristics). 3. CHARACTERISTICS OF GROWTH AND DEVELOPMENT IN PRESCHOOL CHILDREN		

	<p>Characteristics of physiological development. Characteristics of cognitive development (senses and perception, attention and memory, operational cognition and problem solving). Speech development. Emotional development (feeling of security, love, being rewarded for achievement).</p> <p>4. KINESIOLOGICAL MEANS OF EXERCISE IN PRESCHOOL CHILDREN Kinesiological motor knowledge (biotic motor knowledge; tackling the space, obstacles, and resistance).</p> <p>5. KINESIOLOGICAL MEANS OF EXERCISE IN PRESCHOOL CHILDREN Kinesiological games and play (biotic games, games of pretending and creation, simple-rules games).</p> <p>6. TYPES OF PHYSICAL ACTIVITY IN PRESCHOOL CHILDREN Simple forms of physical exercise. Complex forms of physical exercise.</p> <p>7. TYPES OF PHYSICAL ACTIVITY IN PRESCHOOL CHILDREN Complex forms of physical activity (physical education hour, physical exercise hour (playgrounds and sports clubs). Other activities involving physical exercise of preschool children (walks, trips, summer and winter camps).</p> <p>8. DEVISING THE PHYSICAL ACTIVITY PLAN IN PRESCHOOL CHILDREN Devising the work plan (data acquisition regarding children, facilities and equipment, aims of a work plan, selection of means, distribution of means).</p> <p>EXERCISES (take part in preschool institutions in groups of 10 students)</p> <ol style="list-style-type: none"> 1. Presentation of a physical education class for younger preschool children (including analysis of the class). 2. Presentation of a physical education class for middle-age preschool children (including analysis of the class). 3. Presentation of a physical education class for older preschool children (including analysis of the class). 4. Presentation of kinesiological means for preschool children (organizational and implementation specifics 1). 5. Presentation of kinesiological means for preschool children (organizational and implementation specifics 2). 6. Organizing the assessment of anthropological status of children (measurement instruments used, organizational specifics). 7. Assessment of anthropological status of preschool children (morphological assessment, assessment of motor abilities and motor knowledge). <p>SEMINARS (all subjects take 2 hours to complete)</p> <ol style="list-style-type: none"> 1. Kinesiological means for younger preschool children. 2. Kinesiological means for mid-age group preschool children. 3. Kinesiological means for older preschool children. 4. Other means for younger preschool children. 5. Other means for middle-age preschool children. 6. Other means for older preschool children. 7. Devising the specific work plan for preschool institution (collecting data about children and available equipment). 8. Devising the specific work plan for preschool institution (selection and distribution of exercise modalities). 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p> <p>Students teach three hours of physical education classes (individual lecturing).</p>			
2.8. Student responsibilities	Attending classes on a regular basis and active involvement during classes.					
2.9. Screening student work (name the proportion of ECTS credits for each	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1.5	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 22% Written exam – 22% Seminar essay – 22% Oral exam – 34%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Neljak, B. (2009). Kineziološka metodika u predškolskom odgoju. Skripta za studente VII. semestra. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.			10		
	2. Plan i program tjelesnog i zdravstvenog odgojno-obrazovnog područja u predškolskom odgoju (1991). Zagreb: Ministarstvo prosvjete, kulture i športa.			5		
	3. Findak, V., Šnajder, V. (1987). Tjelesne aktivnosti djece i učenika na zimovanju, Zagreb: Školske novine.			3		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Findak, V., Neljak, B. (2010). Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije. u: Findak, V. (ur.) Zbornik radova 19. ljetne škole kineziologa Republike Hrvatske. Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije. Zagreb: Hrvatski kineziološki savez, 14-21. 2. Findak, V., Delija, K. (2001). Tjelesna i zdravstvena kultura u predškolskom odgoju. Zagreb: EDIP. 3. Neljak, B. (1993). Motorička znanja u funkciji dobi. Kineziologija, Vol. 25, 1-2, 141-143. 4. Koritnik, M. (1988). 2000 igara. Zagreb: Savez društava „Naša djeca“. 5. Ivanković, A. (1988). Tjelesni odgoj djece predškolske dobi. Zagreb: Školska knjiga.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

External partner preschool institutions (premises for practical training): :

1. DV **UTRINA**, *Katićev prilaz 1A.*
2. DV **UTRINA**, *Maratićeva 2.*
3. DV **PREČKO**, *Marijane Radev 1.*

1. GENERAL INFORMATION

1.1. Course teacher	Assoc.Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
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1.2. Name of the course	KINESIOLOGICAL TEACHING METHODS IN ELEMENTARY SCHOOL	1.7. Credits (ECTS)	8
1.3. Associate teachers	Zlatko Šafarić, M.Sc., senior lecturer Dario Novak, Ph.D., research assistant Vilko Petrić, Ph.D., assistant Associate professor Ivan Prskalo, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	75 (30l+30e+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	150
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	Level 1.
2. COURSE DESCRIPTION			
2.1. Course objectives	To train the students so that they will be able to implement all forms of educational work in physical education classes at the elementary school level. To train the students so that they will be able to devise a specific and detailed teaching plan for the physical education classes at the elementary school level. To train the students so that they will be able to be excellent physical education teachers at the elementary school level.		
2.2. Course enrolment requirements and entry competences required for the course	The following courses need to be completed: Teaching Methods in Kinesiology, Didactics, Pedagogy, Psychology, Anatomy.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be able to apply the knowledge during classes, during after-school activities as well as during out-of-school activities. The students will be familiar with the physical education curricula of the Ministry of Science, Education and Sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: 1. be familiar with the anthropological traits of elementary school children, 2. be familiar with the elementary school level, 3. be familiar with the purpose of work in the area of physical education, 4. be able to devise the specific and detailed work plan for physical education on the elementary school level, 5. be familiar with the use of computer software in the process of preparation for teaching, 6. be familiar with the personal and school-owned documentation, 7. evaluate the educational work in physical education, 8. be familiar with the grading and assessment elements in physical education, 9. be able to teach a physical education class on the elementary school level, 10. understand the students with special needs.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	LECTURES (each subject takes 2 hours to complete) 1. ANTHROPOLOGICAL TRAITS OF CHILDREN. School age. Pre-puberty. Puberty. 2. STRUCTURE OF THE ELEMENTARY SCHOOLING SYSTEM. Elementary schooling system. 3. EDUCATIONAL AND TEACHING PROCESSES. Educational process (work). Teaching process (work). Forms of educational work in schooling system. General educational guidelines. 4. PHYSICAL- AND HEALTH-RELATED EDUCATION. Purpose and directions of educational work. 5. PHYSICAL- AND HEALTH-RELATED EDUCATION. Forms of educational work in physical education (classes, after-school activities, out-of-school activities)		

6. CURRICULA IN PHYSICAL EDUCATION. Curricula for the elementary school level.
7. PLANNING THE CLASS. Teaching (work) in physical education. The notion and cornerstones of planning. Approaches to specific planning on the elementary school level.
8. PLANNING THE CLASSES AS WELL AS AFTER-SCHOOL ACTIVITIES ON THE ELEMENTARY SCHOOL LEVEL. A model of specific teaching plan in physical education on the elementary school level. A model of a specific plan of after-school activities in physical education on the elementary school level.
9. PREPARING THE TEACHING PROCESS. State level. School level. Course level. Types of classes. Specifics of physical education classes on the elementary school level.
10. SOFTWARE-BASED PREPARATION OF TEACHING IN PHYSICAL EDUCATION. Data base. Planning and preparing for a class. Information database. School sports clubs.
11. EVALUATION OF THE EDUCATIONAL WORK. Assessment (assessment methods).
12. EVALUATION OF THE EDUCATIONAL WORK. Grading (the principles of grading).
13. EVALUATION OF THE EDUCATIONAL WORK. Elements of assessment and grading (motor knowledge, motor achievements). Final grading. The purpose of assessment and grading.
14. STUDENTS WITH SPECIAL NEEDS. Gifted students. Students with disabilities.
5. TEACHING PRINCIPLES. Principles of: clarity and vividness, direction, effectiveness, individuality, activity, health.

EXERCISES (take part in elementary schools)

1. Implementation of exemplary and public physical education classes in elementary schools (each student teaches one pilot and two classes that are graded). These exercises are attended by no more than 10 students.

SUMMER INTERNSHIP (14 days duration)

Organized by the Faculty of Kinesiology.

SEMINARS (each subject takes 2 hours to complete):

1. Teaching process in the area of physical education.
2. The notion and cornerstones of planning.
3. Vertical and horizontal link within and between courses.
4. Approaches to planning on the elementary school level.
5. Devising the plan (first phases).
6. Devising the plan (closing phases).
7. Assessment of anthropological status – CROFIT NORMS

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments: Students undertake public lectures and conduct two P.E: classes (individual lectures) in the elementary school. Classes are evaluated by a mentor from a particular elementary school. (mentor names attached).		
2.8. Student responsibilities	Attending classes on a regular basis and actively taking part in all forms of classes.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests	1	Oral exam	3	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 12.5% Tests – 12.5% Written exam – 12.5% Seminar essay – 25% Oral exam – 37.5%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Neljak, B. (2011). Kineziološka metodika u osnovnom i srednjem školstvu. Skripta za studente VIII. i IX. semestra. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.			10	
	2. Neljak, B., Novak, D., Sporiš, G., Višković, S. (2011). Metodologija vrednovanja kinantropoloških obilježja učenika u tjelesnoj i zdravstvenoj kulturi – CROFIT NORME. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.			20	
	3. Neljak, B., Milić M., Božinović Mađor, S., Delaš Kalinski, S. (2009). Vježbajmo zajedno 1, 2, 3, 4. Priručnik s CD-om za učiteljice/učitelje tjelesne i zdravstvene kulture od 1. do 4. razreda osnovne škole. Profil.			20	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Markuš, D., Neljak, B., Trstenjak, B. (2007). Računalni program „Kineziološka kultura – osnovna škola, predmetna nastava“. Čakovec. 2. Neljak, B., Findak, V., Novak, D. (2009). Priručnik za ljetnu stručno-metodičku praksu. II. Prošireno izdanje. Modeli planova i programa s dnevnikom rada. Zagreb: Kineziološki fakultet. 3. Republika Hrvatska (2006). Nastavni plan i program za osnovnu školu. Zagreb: Ministarstvo znanosti obrazovanja i športa. 4. Neljak B. (2002). Validacija planova i programa nastave tjelesne i zdravstvene kulture. Disertacija. Zagreb: Kineziološki fakultet. 5. Findak, V., Neljak, B., Šafarić, Z. (2000). Kineziološka metodika – vježbe. Zagreb: Fakultet za fizičku kulturu.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

***Mentors conducting practical training in primary schools:**

Class education teachers (1-4 grade of primary school):

1. **Gordana Lukenda**, OŠ Ante Starčevića, Sv. Leopolda Mandića 55
2. **Marija Jurčević**, OŠ Kralja Tomislava, Nova cesta 92
3. **Saša Mlinar**, OŠ Matka Laginje, Laginjina 13
4. **Nevenka Dimač**, OŠ Kralja Tomislava, Nova cesta 92
5. **Ljerka Matić**, OŠ Matka Laginje, Laginjina 13
6. **Jasna Brnetić**, OŠ Matka Laginje, Laginjina 13
7. **Sirovica Filomena**, OŠ Kralja Tomislava, Nova cesta 92
8. **Jasmina Sofilić**, OŠ Matka Laginje, Laginjina 13
9. **Branka Fadljević**, OŠ Matka Laginje, Laginjina 13
10. **Katica Periša**, OŠ Zapruđe, Trg I. Meštrovića 8a
11. **Mirjana Dodig-Franc**, OŠ Zapruđe, Trg I. Meštrovića 8a
12. **Vera Beker**, OŠ Frana Galovića, Školski prilaz bb
13. **Tatjana Orešković**, OŠ Frana Galovića, Školski prilaz bb
14. **Mirjana Penezić**, OŠ Bartola Kašića, Vrisnička 4
15. **Snježana Galović**, OŠ Matka Laginje, Laginjina 13
16. **Biserka Jurišić**, OŠ Matka Laginje, Laginjina 13
17. **Kata Radić**, OŠ Kralja Tomislava, Nova cesta 92
18. **Sanja Kuš**, OŠ Matka Laginje, Laginjina 13
19. **Vanja Kani**, OŠ Frana Galovića, Školski prilaz bb
20. **Sanja Mlnarik**, OŠ Frana Galovića, Školski prilaz bb
21. **Sanja Dimač**, OŠ Trnsko, Trnsko 25
22. **Blanka Crnković**, OŠ Trnsko, Trnsko 25
23. **Štefica Šimičić**, OŠ Trnsko, Trnsko 25
24. **Marinela Cerovec**, OŠ Trnsko, Trnsko 25
25. **Snježana Fegić**, OŠ Gustava Krkleca, Božidara Magovca 103
26. **Marija Luković**, OŠ Gustava Krkleca, Božidara Magovca 103
27. **Ines Smolčić**, OŠ Gustava Krkleca, Božidara Magovca 103
28. **Katarina Franjčec**, OŠ Tina Ujevića, Koturaška cesta 75
29. **Gordana Petrić Lazarević**, OŠ Tina Ujevića, Koturaška cesta 75
30. **Spomenka Mlinarić**, OŠ Matije Gupca, Matije Gupca 2
31. **Irena Brodej Balestrin**, OŠ Matije Gupca, Matije Gupca 2
32. **Mira Šimrak**, OŠ Matije Gupca, Matije Gupca 2
33. **Vjekoslava Bibić**, OŠ Bukovac, Trnac 42

Primary school physical education teachers:

1. **Jasminka Čelik, prof.**, OŠ Savski Gaj, Remetinečka 64a
2. **Ljubica Bojmić, prof.**, OŠ Trnsko, Trnsko 25
3. **Tomislav Busch, prof.**, OŠ J. Kaštelan, Vladimira Ruždjaka 2a
4. **Željko Majić, prof.**, OŠ J. J. Strossmayer, Varšavska 18
5. **Božica Kalafatić, prof.**, OŠ I. Kršnjavoga, I. Kršnjavoga 2
6. **Gordana Seferović, prof.**, OŠ Julij Klovič, Nova cesta 133
7. **Krešimir Bilić, prof.**, OŠ Zapruđe, Trg I. Meštrovića 8a
8. **Magda Bujan, prof.**, OŠ Ivana Cankara, Cankareva 10
9. **Damir Petrić, prof.**, OŠ Matka Laginje, Laginjina 13
10. **Jurica Skačej, prof.**, OŠ A. Šenoa, Selska cesta 95.
11. **Božica Polundak, prof.**, OŠ A. Šenoa, Selska cesta 95.
12. **Dubravka Skačej, prof.**, OŠ S. S. Kranjčević, Bogišićeva 13
13. **Zlatko Belančić, prof.**, OŠ Ljubljana, Ljubljana bb
14. **Hrvoje Đurak, prof.**, OŠ I. Maštrovića, Martina Puštega 2
15. **Sanja Marelić, prof.**, OŠ Petar Zrinski, Krajška 9
16. **Željka Mešić, prof.**, OŠ Otok, Gradičeva 4
17. **Branimir Šprajc, prof.**, OŠ Matka Laginje, Laginjina 13
18. **Nataša Momčilović, prof.**, OŠ Lučko, Puškarićeva 102
19. **Violeta Bakić, prof.**, OŠ Borovje, Davora Zbiljskog 7
20. **Krešimir Hrg, prof.**, OŠ Ivo Andrić, M. Kovačevića 18
21. **Ljiljana Hanžek, prof.**, OŠ Voltino, Vinkovačka 1

Elective module **SPORTS**

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Dražen Harasin, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN TRACK AND FIELD	1.7. Credits (ECTS)	2.5
1.4. Associate teachers	Assist. Prof. Ljubomir Antekolović, Ph.D. Prof. Dragan Milanović, Ph.D. Prof. Vesna Babić, Ph.D. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	10
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire knowledge on the anthropological characteristics of track and field athletes and to apply those acquired knowledge in the process of sports preparation.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Track and field course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Student will acquire necessary theoretical and practical knowledge and skills related to the anthropological dimensions of track and field athletes required for understanding of other courses and the organization of the entire preparation process of track and field athletes.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: - learn the equation of specification of specific track and field events; - master the techniques for anthropometric characteristics, functional and motor abilities, cognitive abilities and personality traits evaluation		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Anthropological characteristics of track and field running athletes of different age and quality level, the equation of specification of specific running events, model fitness characteristics of runner athletes (2L) 2. The assessment of anthropometric characteristics, functional, motor and cognitive abilities and personality traits of runner athletes, the comparison of measured anthropological characteristics with model values of top-level male and female track and field athletes competing in a specific running event (2L)		

	<ol style="list-style-type: none"> 3. Anthropological characteristics of track and field jumping athletes of different age and quality level, the equation of specification of specific jumping events, model fitness characteristics of athletes competing in jumping events (2L) 4. The assessment of anthropometric characteristics, functional, motor and cognitive abilities and personality traits of athletes competing in jumping events, the comparison of measured anthropological characteristics with model values of top-level male and female track and field athletes competing in a specific jumping event (2L) 5. Anthropological characteristics of track and field throwing athletes of different age and quality level, the equation of specification of specific throwing events, model fitness characteristics of athletes competing in throwing events (2L) 6. The assessment of anthropometric characteristics, functional, motor and cognitive abilities and personality traits of athletes competing in throwing events, the comparison of measured anthropological characteristics with model values of top-level male and female track and field athletes competing in a specific throwing event (2L) 7. The correlation of anthropological characteristics of different event groups track and field athletes (2L) 8. The influence of track and field as a basic sport on the development and maintenance of different anthropological characteristics in younger age categories (1L) <p>Seminars</p> <ol style="list-style-type: none"> 1. The equation of specification of specific running events, model characteristics of runner athletes physical fitness (2S) 2. The assessment of anthropometric characteristics, functional, motor and cognitive abilities and personality traits of runner athletes, the comparison of measured anthropological characteristics with model values of top-level male and female track and field athletes competing in a specific running event (2S) 3. The equation of specification of specific jumping events, model characteristics of physical fitness of athletes competing in the jumping events (2S) 4. The assessment of anthropometric characteristics, functional, motor and cognitive abilities and personality traits of athletes competing in jumping events, the comparison of measured anthropological characteristics with model values of top-level male and female track and field athletes competing in a specific jumping event (2S) 5. The equation of specification of specific throwing events, model characteristics of physical fitness of athletes competing in the throwing events (2S) 6. The assessment of anthropometric characteristics, functional, motor and cognitive abilities and personality traits of athletes competing in throwing events, the comparison of measured anthropological characteristics with model values of top-level male and female track and field athletes competing in a specific throwing event (2S) 7. The correlation of anthropological characteristics of different event groups track and field athletes (2S) 8. The influence of track and field as a basic sport on the development and maintenance of different anthropological characteristics in younger age categories (1S) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular class attendance, taking tests and fulfilling the independent assignments.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.5	(other)	
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 40% Seminar essay 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.					
	2. Antekolović, Lj., Baković, M. (2008). Skok u dalj. Zagreb: Miš.					
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Ljubomir Antekolović, Ph.D.	1.6. Year of the study programme	4.
1.2. Name of the course	TRAINING METHODOLOGY IN TRACK-AND-FIELD 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Prof. Vesna Babić, Ph.D. Prof. Dragan Milanović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marjo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining practical skills and theoretical knowledge on movement structures and teaching methods in track and field disciplines; implementing those skills and knowledge into track and field training for athletes of all age groups.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory courses Track and field.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain necessary practical skills and theoretical knowledge on: teaching movement structures of track and field events, organization and implementation of track and field school programmes and young athletes' competition programmes, and development of cardio-respiratory and motor abilities of children and young athletes. After finishing this course, they will be able to demonstrate track and field's technique elements and teaching technique exercises. Attained knowledge and skills will provide students with information necessary that will facilitate selection of training drills and their easier classification taking into consideration athlete's age, track and field event, training programme goal and duration (long-term, midterm, short-term, in-season, pre-season, off-season).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will learn to: <ul style="list-style-type: none"> - put the shot (translation and rotational technique), throw the javelin, hammer and discus, - long jump, high jump, pole vault and triple jump, - perform different starting positions and techniques, hurdle and steeplechase run, relays and sprint, - use different equipment and apparatus for teaching track and field techniques, - detect and correct technical and tactical errors, and - organize and implement modified track and field events in children' training 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Track and field training methodology – definition and structure. Educational tasks of track and field training in children and junior athletes. (1P) 2. Learning process, learning methods, specific teaching and training methods for different age groups. Specificity of different technique methods. (1P) 		

3. All around events, modified track and field events, kids' track and field (3P)
4. Classification and selection of training drills. Basic and specific/situational training drills regarding track and field event or events groups. (2P)
5. Principles and teaching methodology in children and young athletes training throughout each phase of their sports development, according to sensitive phases (2P)
6. Application of athletic playing drills (2P)
7. Cardio-respiratory fitness and motor abilities improvement in children and younger athletes (2P)
8. Different tactical tasks analysis. Detecting and correcting motor and tactical errors. (1P)
9. The use different equipment and apparatus for teaching track and field techniques (1P)

Seminars

1. Methods and basic training drills regarding different types of athletic runs (1,5S)
2. Methods and basic training drills regarding different types of throws (1,5S)
3. Methods and basic training drills regarding different types of jumps (1,5S)
4. Methods and specific/situational training drills regarding different types of athletic runs (1,5S)
5. Methods and specific/situational training drills regarding different types of throws (1,5S)
6. Methods and specific/situational training drills regarding different types of jumps (1,5S)
7. Application of athletic playing drills regarding different track and field events (2S)
8. The use different equipment and apparatus for teaching track and field (1S)
9. Kids' track and field, modified track and field events (3S)

Exercises (each topic is covered by 2 classes)

1. Teaching technique exercises for walking and race walking (2V)
2. Teaching technique exercises for running (2V)
3. Teaching technique exercises for starts and sprints(2V)
4. Teaching technique exercises for hurdle and steeplechase run (2V)
5. Teaching technique exercises for relay running(2V)
6. Teaching technique exercises for shot put (2V)
7. Teaching technique exercises for discus throw(2V)
8. Teaching technique exercises for hammer throw(2V)
9. Teaching technique exercises for javelin throw(2V)
10. Teaching technique exercises for long jump(2V)
11. Teaching technique exercises for high jump(2V)
12. Teaching technique exercises for triple jump (2V)
13. Teaching technique exercises for pole vault(2V)
14. Modified games for different track and field events (2V)
15. Kids' track and field, modified track and field events

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, passing the tests, doing independent assignments.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	Practical training	1
	Experimental work		Report	(other)	
	Essay		Seminar essay	1	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12% Written exam 22% Seminar essay 22% Oral exam 22% Practical training 22%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				
	2. Antekolović, Lj. i Baković, M. (2008). Skok u dalj. Zagreb: Miš.				
	3. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Harasin, D., Milanović, D. (2003.) Bacanja kao oblik gibanja u kondicijskoj pripremi sportaša. u: Milanović, D., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, 21. – 22. 02. 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez. 224-228. 2. Wangemann, B., Locatelli, E., Massin, D., Gozzoli, C. (2002). Kid's athletics – team event for children. IAAF (http://www.scribd.com/doc/47414141/kids-athletics-1) 3. Šnajder, V. (1997). Na mjesta pozor... Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Čedomir Cvetković, MSc, Senior Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN WRESTLING	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Assist. Prof. Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course Anthropological analysis in wrestling is to educate high-quality professional staff with special knowledge related to the anthropological characteristics of wrestlers competing with the different wrestling styles (classic, free and grappling style) i.e. related to the importance of the anthropological characteristics and abilities in wrestling (physical education, competitive wrestling, and other sports in which wrestling has its application value such as military and police).		
2.2. Course enrolment requirements and entry competences required for the course	Completed Wrestling course		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing the course Anthropological analysis in wrestling, students will acquire proficiency in special knowledge and skills important for defining the importance of anthropological abilities and characteristics in: - physical education of wrestling – mandatory and extracurricular contents, - competitive wrestling - working with specific populations (athletes from different sports in which wrestling techniques can be applied, military and police).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge about: - anthropological characteristics of different age category and quality level wrestlers; - the influence of different anthropological characteristics (equation of specification) on performance in wrestling; - psychological characteristics of wrestlers and the influence of the psychological and sociological components on the result of the wrestling bout; - the intercorrelation of anthropological abilities and characteristics; - the structure and relations of characteristics, abilities and personal traits; - the model values of top-level wrestlers; - the influence of wrestling on the development and maintenance of different anthropological characteristics of wrestlers in younger categories; - taxonomic analysis of groups of wrestlers based on the basic, specific and situational fitness parameters; - the analysis and homogenization of relationships within the sport group individuals that make the wrestling team Students are introduced with the technical characteristics and the way of using the special segments or the whole wrestling motor structures registration and presentation devices.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Anthropological characteristics of different age and different quality level wrestlers (1L+1S) 2. The influence of different anthropological characteristics (equation of specification) on performance in wrestling (1L+1S)		

	<ol style="list-style-type: none"> 3. Determination of anthropometric, functional, motor, cognitive and conative characteristics of wrestlers (1L+1S) 4. Psychological characteristics of wrestlers and the analysis of the psychological and sociological influence on the result of the wrestling bout (1L+1S) 5. Intercorrelation between anthropological characteristics (1L+1S) 6. The structure and the relations between characteristics, abilities and personal traits (1L+1S) 7. The model characteristics of different age and different weight categories top-level wrestlers. The orientation and selection of potentially successful wrestlers (1L+1S) 8. Specific anthropological characteristics of wrestlers in different weight categories (1L+1S) 9. Introduction with the specific physical conditioning tests (1L+1S) 10. The professional team co-operation (medical doctor, kinesiologist, psychologist, sociologist) in the process of estimation and evaluation of physical fitness in wrestling (1L+1S) 11. Comparison of the measured anthropological characteristics with the model values of top-level wrestlers (1S) 12. The influence of wrestling on the development and maintenance of different anthropological characteristics of wrestlers in younger categories (1L+1S) 13. Determination of the hypothetical equation of specification in wrestling (1L) 14. The difference in the influence of abilities and characteristics of different weight category wrestlers on the performance in wrestling bout (1S) 15. Taxonomic analysis (type determination) of groups of wrestlers based on the basic, specific and situational fitness parameters (1L+1S) 16. Analysis of relationships within the sport group individuals that make the wrestling team. Homogenization of a sports team (1S) 17. Technical characteristics and the way of using the special segments or the whole wrestling motor structures registration and presentation devices (1L) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Student is obligated to participate in the investigation work related to the research of anthropological characteristics of wrestlers and to write assigned seminar essays related to the topic.					
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Seminar essay – 40% Oral exam – 40%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Cvetković, Č., Marić, J., Marelić, N. (2005). Technical efficiency of wrestlers in relation to some anthropometric and motor variables. <i>Kinesiology</i>, 37 (1), 74-83. 2. Cvetković, Č., Sertić, H., Marić, J., Pekas, D., Baić, M. (2004). Razlike između djece hrvča i nesportaša dobi od 11 godina u nekim antropološkim obilježjima. u: Prskalo, I. (ur.), <i>Zbornik radova Međunarodnog znanstveno-stručnog skupa Peti dani Mate Demarina „Škola i razvoj“</i>, Topusko, 13. i 14. svibnja 2004. Petrinja: Visoka učiteljska škola; Zagreb: Hrvatski pedagoško-književni zbor, 172-176. 3. Yoon (2002). <i>Physiological Profiles of Elite Senior Wrestlers Sports Medicine</i>, Volume 32, 225-234. 4. Kraemer, W. J., Fry, A. C., Rubin, M. R., McBride, T. T., Gordon, S. E., Koziris, L. P., Lynch, J. M., Volek, J. S., Meuffels, D. E., Newton, R. U., Fleck, S. J. (2001). <i>Physiological and Performance Responses to Tournament Wrestling</i>. <i>Med. Sci. Sports. Exerc.</i>, 33 (8): 1367-1378. 5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). <i>Svobodna i klasičeska borba</i>. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog) 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Čedomir Cvetković, M.Sc.Senior Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN WRESTLING 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Assist. Prof. Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Educating highly qualified professionals who possess special knowledge on physical conditioning methodology in wrestling (classical, freestyle and grappling).		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Wrestling		
2.3. Learning outcomes at the level of the programme to which the course contributes	Attaining special skills and knowledge on defining the relevance of physical conditioning in: <ul style="list-style-type: none"> - wrestling in PE – curricular and extracurricular contents, - competitive wrestling sports, - training special populations (other sports in which wrestling techniques can be utilized, army and police forces). 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students acquire knowledge on: <ul style="list-style-type: none"> - physical conditioning principles in each phase of wrestlers' sport development; - classification of physical conditioning training regimens and training loads; - physical conditioning principles in each phase of wrestlers' sport development; - training methodology for improving and maintaining physical abilities in wrestling; - adequate election and application of appropriate sites, facilities and training aids; - Application of new physical conditioning technologies in everyday training routine. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, theoretical practical lectures/seminars and exercises <ol style="list-style-type: none"> 1. Classification of physical conditioning training regimens: specificity of continuous and interval training within wrestling (1L+1S) 2. Classification of physical conditioning training loads: specificity of standard, variable and super liminal loads in wrestling (1L+1S) 3. Physical conditioning principles in each phase of wrestlers' sport development. Physical conditioning methodology according to wrestlers' sensitive phases. (1L+2E+1S) 4. Training methodology for improving and maintaining physical abilities in wrestling: basic, specific and situational cardio-respiratory and motor abilities training. (3L+6E+3S) 5. Specificity of cardio-respiratory and motor abilities training methodology in wrestling (2L+4E+2S) 6. Structure, analysis, and learning of specific and situational physical conditioning drills (2L+4E+2S) 7. Specificity of organizational work forms and physical conditioning training types election in wrestling (1L+4E+1S) 8. Election and application of training aids (1L+4E+1S) 		

	9. Adequate election and application of appropriate sites, facilities and training aids (2L+4E+2S) 10. Application of new physical conditioning technologies in everyday training routine (1L+2E+1S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures (other)		2.7. Comments:	
2.8. Student responsibilities	30 hours of extra practical work within Faculty of Kinesiology classes and wrestling clubs. Students are required to write seminar essays related to teaching and training methodology of wrestling physical conditioning.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	1,5
	Experimental work		Report		Extracurricular projects (other)	0,5
	Essay		Seminar essay	0,5	(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Tests 11% Seminar essay 11% Oral exam 22% Extracurricular projects 11% Practical training 34%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.				40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.				15	
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.				15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Baić, M. (2006). Razlike između vrhunskih poljskih i hrvatskih hrvača različitih stilova, dobi i težinskih skupina u prostoru varijabli za procjenu kondicijske pripremljenosti. (Doktorska disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Marić, J., Baić, M., Aračić, M. (2003). Kondicijska priprema hrvača. u: Milanović, D., Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ u sklopu 12. zagrebačkog sajma sporta i nautike, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 339-346. 3. Marić, J., Baić, M., Kuklidis, H. (2003). Funkcionalna usmjerenost specifičnih trenažnih zadataka hrvača. u: Milanović, D., Jukić, I. (ur) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez, 347-351. 4. Baić, M., Marić, J., Valentić, M. (2004). Bazične i specifične hrvačke vježbe u parovima za razvoj snage i fleksibilnosti trupa. Kondicijski trening 2 (2), Zagreb: Udruga kondicijskih trenera Hrvatske, 34-43.					

	5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura, (prijevod s bugarskog na hrvatski)
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN SAILING	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To offer students basic theoretical knowledge and practical skills related to morphological, functional, motor, psychological, sociological and health characteristics of sailors, that are relevant for sailing performance, and to qualify them for analysing, diagnosing and evaluating enumerated anthropological characteristics in the field of physical education, physical recreation, and agonistics.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Water sports course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	After passing the course Anthropological analysis in sailing, students will be able to successfully identify and define certain anthropological characteristics relevant for successful sailing performance according to the specificities of particular sailing class.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Within the elective module sailing, through the course Anthropological analysis, student will acquire knowledge and skills related to:</p> <ul style="list-style-type: none"> - the morphological characteristics relevant for successful sailing performance on the physical education, physical recreation and agonistic level (singlehanded, doublehanded and multihanded sailing boat); - functional abilities relevant for successful sailing performance on the physical education, physical recreation and agonistic level (singlehanded, doublehanded and multihanded sailing boat); - motor abilities relevant for successful sailing performance on the physical education, physical recreation and agonistic level (singlehanded, doublehanded and multihanded sailing boat); - psychosociological characteristics relevant for successful sailing performance on the physical education, physical recreation and agonistic level (singlehanded, doublehanded and multihanded sailing boat); - application values of sailing from the health aspects in all manifesting forms 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Anthropological characteristics and its significance for successful sailing performance (according to the sailing classes and types of regattas) and different quality levels (2L) 2. Model characteristics of top-level sailors and recreational sailors in morphological characteristics (2L) 3. Model characteristics of top-level sailors and recreational sailors in motor abilities (2L) 4. Model characteristics of top-level sailors and recreational sailors in functional abilities (2L) 5. Model characteristics of top-level sailors and recreational sailors in cognitive and conative characteristics (2L) 6. The equation of specification in sailing (2L) 7. The evaluation of physical fitness status and estimation of anthropological characteristics development (3L) <p>Exercises</p> <ol style="list-style-type: none"> 1. Diagnostics and the analysis of morphological characteristics of male and female sailors of different age categories and at different competition levels (4E) 2. Diagnostics and the analysis of functional abilities of male and female sailors of different age categories and at different competition levels (4E) 3. Diagnostics and the analysis of motor abilities of male and female sailors of different age categories and at different competition levels (4E) 4. Diagnostics and the analysis of cognitive abilities of male and female sailors of different age categories and at different competition levels (1E) 5. Diagnostics and the analysis of conative characteristics of male and female sailors of different age categories and at different competition levels (1E) 6. The role of the medical-kinesiological team in sailing (1E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments: Kinesiological analysis and motor development			
2.8. Student responsibilities	All class attendance.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	0.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Written exam 20% Seminar essay 20% Oral exam 40%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	x
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu	5	x
	3. Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3): 234-237. 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta. Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN SAILING 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	<u>Part-time Associates:</u> Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Provide students with basic practical skills and theoretical knowledge on teaching and training methodology in sailing for athletes of all competition levels, sailing classes and young age.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Water sports/Sailing.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain knowledge on adequate teaching, learning and training methods, and also didactic principles that will allow them to efficiently execute training process. By acquiring knowledge on sailing technique according to sailing classes and regatta types, students will be able to evaluate efficiency of training and training aids.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will attain knowledge on: <ul style="list-style-type: none"> • technical and tactical demands of sailing in young age groups; • characteristics, training methodology for improving and maintaining specific physical abilities and learning technical and tactical skills; • fundamentals of planing and programming training for different quality of sailors; • adequate methods for testing training effects and performance evaluation; • information necessary for quality work with selected groups of children and young sailors. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Tendency of sailing development, model characteristics of sailors according to classes (1L) 2. Methods for orientation to sports and selection of sailors (before the age of 14) (2L) 3. Teaching methodology for sailing techniques within phases of regatta: start, windward buoy, halfstern and stern buoy and finish (2L) 4. Teaching methodology for sailing individual (single-seats) i group/team (multi-seats) tactics in phases of start: windward sailing area, halfstern and stern sailing area and finish (4P) 5. Training methods for motor and cardio-respiratory abilities development (2L) 		

	<p>6. Training methods for basic endurance development in sailing (aerobic) (2L) 7. Training methods for specific endurance development (aerobic-anaerobic) (2L)</p> <p>Seminars</p> <p>1. Training methodology and organizational forms for development of coordination in young sailors (2S) 2. Training methodology and organizational forms for development of strength (explosive, repetitive, isometric) in young sailors (3S) 3. Training methodology and organizational forms for development of balance in young sailors (2S) 4. Training methodology and organizational forms for development of agility in young sailors (2S) 5. Training methodology and organizational forms for development of endurance in young sailors (3S) 6. Training methodology and organizational forms for development of specific aerobic-anaerobic endurance in young sailors (3S)</p> <p>Exercises</p> <p>1. Teaching technique exercises for single-seat sailing (2E) 2. Teaching technique exercises for beating windward and tacking in single-seats (2E) 3. Teaching technique exercises for bearing away and gybing in single-seats (2E) 4. Teaching technique order in single-seat sail-boat for young sailors (2E) 5. Teaching technique exercises for elements of „Oreb's buoy-obstacle course“ in single-seats (2E) 6. Teaching technique exercises for elements of „Olympic triangle“ in single-seats (4E) 7. Teaching technique exercises for double-seat sailing (2E) 8. Teaching technique exercises for beating windward and tacking in double-seats (2E) 9. Teaching technique exercises for bearing away and gybing in double-seats (2E) 10. Teaching technique exercises for „genakerom“ sailing in double-seats (2E) 11. Teaching technique order in double-seat sail-boat for young sailors (2E) 12. Teaching technique exercises for elements of „Oreb's buoy-obstacle course“ in double-seats (2E) 13. Teaching technique exercises for elements of „Olympic triangle“ in double-seats (4E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending all formats of instruction.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	1,5	(other)	
	Written exam	1	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33% Written exam 22.5% Seminar essay 11.5% Oral exam 33%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	X
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	X
2.12. Optional literature (at the time of submission of study programme proposal)	3. Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
	1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3): 234-237.		
	2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta. Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.		
	3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 7. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN JUDO	1.7. Credits (ECTS)	2.5
1.4. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30(15L+15S)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the Anthropological analysis in judo course is to educate high-quality professional staff with special knowledge related to the anthropological characteristics in judo, i.e. about the importance of anthropological characteristics and abilities in judo as a sport (competitive – bout and kata, in physical recreation and physical education).		
2.2. Course enrolment requirements and entry competences required for the course	Completed Judo course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Completing the course Anthropological analysis in judo student will master special knowledge and skills important for defining the importance of anthropological characteristics and abilities in: a) physical education of judo – mandatory and extracurricular contents, b) competitive judo – bauta c) competitive judo – kata d) physical recreation		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students acquire knowledge about: - anthropological characteristics of male and female judoists of different age categories and different quality level; - the influence of different anthropological characteristics (equation of specification) on performance in judo; - psychological characteristics of male and female judoists and the influence of psychological and sociological component on the result of the judo bout; - the intercorrelation of anthropological abilities and characteristics; - the structure and relations of characteristics, abilities and personal traits; - the model values of top-level male and female judoists; - the influence of judo on the development and maintenance of different anthropological characteristics of judoists in younger categories		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Anthropological characteristics of male and female judoists of different age and different quality level (2L+2S)		

	<ol style="list-style-type: none"> 2. The influence of different anthropological characteristics (equation of specification) on performance in judo (1L+1S) 3. Model values of physical fitness in judo (1L+1S) 4. Determination of anthropometric, functional, motor, cognitive characteristics and personality traits of male and female judoists (1L+1S) 5. Psychological characteristics of male and female judoists and the analysis of the psychological and sociological influence on the result of the judo bout (1L+1S) 6. Intercorrelation between anthropological characteristics (1L+1S) 7. The structure and the relations between characteristics, abilities and personal traits (1L+1S) 8. The model characteristics of top-level male and female judoists in different age and different weight categories (1L+1S) 9. Specific anthropological characteristics of male and female judoists of different weight categories (1L+1S) 10. Introduction with the specific physical conditioning tests (1L+1S) 11. The professional team co-operation (medical doctor, kinesiologist, psychologist, sociologist) in the process of estimation and evaluation of physical fitness in judo (1L+1S) 12. Comparison of measured anthropological characteristics with the model values of top-level male and female judoists (1L+1S) 13. The influence of judo on the development and maintenance of different anthropological characteristics of judoists in younger categories (1L+1S) 14. The difference in the influence of abilities and characteristics of different weight category judoists on the performance in judo bout (1L+1S) 						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities	Student is obligated to participate in the investigation work related to the research of anthropological characteristics of judoists and to write assigned seminar essays related to the topic.						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(other)		
	Essay		Seminar essay		(other)		
	Tests		Oral exam	1	(other)		
	Written exam	1	Project		(other)		
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Written exam – 40% Oral exam – 40%						

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Sertić, H. (2004). Osnove boričkih sportova. Zagreb: Kineziološki fakultet.	300	
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske	5	
	3. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Sertić, H., Vuleta, D. (1997). Utjecaj varijabli za procjenu repetitivne i eksplozivne snage sa uspjehom u judo borbi kod djece od 11 godina. Kineziologija, 29 (2): 54 - 60. 2. Krstulović, S., Sekulić, D., Sertić, H. (2005): Anthropological determinants of Success in young Judoists. Collegium Antropologicum 29:(2), 315-322. 3. Sertić, H., Segedi, I., Žvan, M. (2007). Relations of certain anthropometric variables with the performance quality of throwing techniques in judo. Kinesiologia Slovenica, Vol 13 (1), 48-60. 4. Sertić, H., Sterkowicz, S., Vuleta, D. (2009). Influence of latent motor abilities on performance in judo. Kinesiology, Vol. 41 (1): 76-87. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN JUDO 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COUSE DESCRIPTION			
2.1. Course objectives	Educating highly qualified professionals who possess special knowledge on training methodology and organizational principles and its application in judo training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Judo.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Attaining special skills and knowledge relevant for application of training methodology in judo training in: <ul style="list-style-type: none"> - young age groups, - military, police and security services, - recreational population, - top-level judoists. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Acquiring knowledge on principles in: <ul style="list-style-type: none"> - basic training methodology; - specific training methodology; - application of basic and specific teaching methodology for judo technique; - application of basic and specific teaching methodology for judo tactics. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars and exercises <ol style="list-style-type: none"> 1. Basic training methodology in combat sports (1L+1S+2E) 2. Specific teaching technique methodology in judo (1L+1S+2E) 3. Detecting, analyzing and correcting errors in learning judo technique (1L+1S+2E) 4. Teaching and training methodology for stances techniques (1L+1S+2E) 5. Teaching and training methodology for movements techniques (1L+1S+2E) 6. Teaching and training methodology for holds technique (1L+1S+2E) 7. Teaching and training methodology for falls technique (1L+1S+2E) 8. Teaching and training methodology for side throws and defense on side throws (1L+1S+2E) 9. Teaching and training methodology for hand throws and defense on hand throws (1P+1S+2E) 10. Teaching and training methodology for foot and hip throws and defense on foot and hip throws (1L+1S+2E) 11. Teaching and training methodology for side sacrifice throws and defense on side sacrifice throws (1L+1S+2E) 		

	12. Teaching and training methodology for front sacrifice throws and defense on front sacrifice throws (1L+1S+2E)				
	13. Teaching and training methodology for holds and counter holds (1L+1S+2E)				
	14. Teaching and training methodology for joint locks (1L+1S+2E)				
	15. Teaching and training methodology for strangles (1L+1S+2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	30 hours of extra practical work sati within Faculty of Kinesiology classes and judo clubs. Students are required to write seminar essays related to kinesiological analysis of judo.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	1.5
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	2	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22% Oral exam 44% Practical work 34%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.		300		
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.		5		
	3. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.		5		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of the groups of throws used by men and woman in different weight categories during the European Junior Judo Championships. 5 th International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September. 2. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija. u: Findak, V. (ur.) Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč, 23. – 27. 06. 2009. Zagreb: Hrvatski kineziološki savez, 464-468. 3. Sertić, H., Lindi, H., Baić, M. (2003). Specifičnosti metodskih postupaka za poučavanje judo tehnika. u: Findak, V. (ur.) Zbornik radova „Metode rada u području edukacije, sporta i sportske rekreacije“ 12. ljetne škole kineziologa Republike Hrvatske., Rovinj 17. – 21. 06. 2003., Zagreb: Hrvatski kineziološki savez, 171-174.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN BASKETBALL	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Prof. Damir Knjaz, Ph.D. Assist. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Through the theoretical and practical classes of Anthropological analysis in basketball course students will be introduced with the morphological, motor, functional, psychosocial and health aspects of female and male basketball players of different age categories and different competing levels.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Completing the class of Anthropological analysis course, students will acquire knowledge that will enable them to successfully present, identify, differentiate and analyze anthropological characteristics of basketball players competing in different age categories and at different competition levels.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Student will be able to:</p> <ul style="list-style-type: none"> - analyze, diagnose and evaluate morphological characteristics of different age basketball players - analyze, diagnose and evaluate functional abilities of different age and competition level basketball players - analyze, diagnose and evaluate motor abilities of different age and competition level basketball players - analyze, diagnose and evaluate motor skills of different age and competition level basketball players - recognize and evaluate psychosociological aspects in basketball - recognize health aspects and participation criteria in basketball 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Anthropological approach to basketball game (2L) 2. Morphological characteristics of different age categories male and female basketball players (1L+1S) 3. Functional characteristics of different age categories male and female basketball players (1L+1S) 4. Motor abilities of different age categories male and female basketball players (strength, speed, coordination, precision, agility, balance, flexibility) (1L+3S) 5. Cognitive abilities of different age categories male and female basketball players (1L+1S) 6. Personality traits of different age categories male and female basketball players (1L+1S) 7. Microsocial team structure (1L+1S) 		

	8. Morphological and motor-functional specificities of different playing position players (1L+1S) 9. Coach: knowledge, skills and traits, the role in the training process and on the competition (1L+1S) 10. Medical doctor, psychologist, sociologist and physiotherapist – the role and the work contents (1L+1S) 11. Typical basketball injuries, prevention, medical treatment and rehabilitation (1L+1S) 12. The life regime: the proportion of training and recovery, diet, specificities of life regimes on the tournaments, satisfaction of other biological needs (1L+1S) 13. Doping and doping control (1L+1S) 14. The forms of supporters' behaviours and the relationships between players, coach and managements and the supporters' groups (1L+1S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 40% Oral exam 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Matković i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
	2. Matković, B. i sur. (2005) Košarka – antropološka analiza. Zagreb: KF, HKS, Zagreb.					
	3. Knjaz, D., Krtalić, S., Matković, B. R. (2010). Ocjena interpersonalnog odnosa igrač – tener u košarci. Hrvatski športsko-medicinski vjesnik, 25: 102-110.					

<p>2.12. Optional literature (at the time of submission of study programme proposal)</p>	<ol style="list-style-type: none"> 1. Wissel, H. (1994). Basketball: Steps to Success. Champaign: Human Kinetics. 2. Blašković, M., Matković, B., Matković, B. R. (1989). The influence of morphological characteristics on performance in basketball. <i>Biology of Sport</i>, 6(1): 27- 34. 3. Blašković, M., Matković, B., Knjaz, D., Sobočan, M. (2001). Košarka. u: Milanović, D. (ur.), Zbornik radova Stručnog skupa „Stanje i perspektive zagrebačkog sporta“ 10. zagrebački sajam sporta i nautike, Zagreb, 23. i 24. veljače 2001. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagrebački športski savez, 303-312. 4. Knjaz, D., Matković, B., Rupčić, T. (2008). Osvrt na razvoj jakosti košarkaša kroz senzitivna razdoblja. u: Jukić, I., Milanović, D., Gregov, C. (ur.). 6. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008. Trening snage: zbornik radova. Zagreb: Kineziološki fakultet, Udruga kondicijskih trenera Hrvatske, 315-318 . 5. Rupčić, T., Knjaz, D., Matković, B. (2010). Utjecaj specifičnog košarkaškog programa na razvoj bazične brzine pokreta ekstremiteta. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur). Zbornik radova 8. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2010 – Trening brzine, agilnosti i eksplozivnosti“ Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 416-419.
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Anonymous student survey.</p>

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN BASKETBALL 1	1.7. Credits (ECTS)	4,5
1.3. Associate teachers	Prof. Damir Knjaz, Ph.D. Assist. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15PL+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining practical skills and theoretical knowledge on teaching different basketball technical and tactical elements, as well as on development of physical conditioning abilities of basketball players of different ages and quality levels.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Basketball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire basic knowledge on basketball methodology that allows them to efficiently conduct basketball technical and tactical training programmes and physical conditioning preparation. Acquired knowledge enables them to critically assess different training and teaching contents and methods according to basketball players' quality level and age.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> -independently elect appropriate contents for teaching basketball technique and tactics, and physical conditioning preparedness improvement. - apply appropriate teaching methods for basketball technique and tactics, and basketball physical conditioning drills. - analyze and evaluate teaching technique exercises, learning and training methods, and also didactical principles in the process of acquisition of basketball technique, tactics and physical conditioning. - define adequate training contents for basketball players of different quality levels and ages. - define adequate training means for basketball players of different quality levels and ages. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures, theoretical practical lectures and exercises</p> <ol style="list-style-type: none"> 1. Basketball technique methodology(15L) 2. Teaching methodology principles of basketball basic and offense stance with a ball (1TPL+2E) 3. Teaching methodology principles of pivoting (1TPL+2E) 4. Teaching methodology principles of bouncing/stationary dribbling (1TPL+2E) 5. Teaching methodology principles of straightline dribbling (1TPL+2E) 6. Teaching methodology principles of short shooting and picking a dribble (1TPL+2E) 7. Teaching methodology principles of stationary passing and catching a ball (1TPL+2E) 		

	8. Teaching methodology principles of passing and catching a ball in movement (1TPL+2E) 9. Teaching methodology principles of defense stances and stance movements (1TPL+2E) 10. Teaching methodology principles of changing direction and speed of movement with and without the ball (1TPL+2E) 11. Teaching methodology principles of stopping after catching passed ball and after the dribbling (1TPL+2E) 12. Teaching methodology principles of jump shot (1TPL+2E) 13. Teaching methodology principles of hand chest shot in place (1TPL+2E) 14. Teaching methodology principles of screening techniques (1TPL+2E) 15. Teaching methodology principles of jump in defense and offense (1TPL+2E) 16. Teaching methodology principles of blocking and actions against blocking/deblocking (1TPL+2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Tests 11% Written exams 22% Oral exams 22% Practical training 34%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Matković i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
	2. Tocigl, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.					
	3. Matković, B., Knjaz, D., Čosić B. (2003). Smjernice fizičke pripreme u košarci. u: Milanović, D., Jukić, I. (ur.) Zbornik radova Međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike, Zagreb, 21. i 22. veljače 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 390-394.					

2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Wissel, H. (1994). Basketball: Steps to Success. Champaign: Human Kinetics. 2. Dežman, B. (1997). Košarka v osnovnoj šoli. Ljubljana: VŠTK. 3. Krause, J., Meyer, D., Meyer, J. (1999.). Basketball skills and drills. USA: Human Kinetics. 4. Matković, B. (2006). Napad blokadama i igra protiv blokada u obrani. Time out, VII(12): 3-9. 5. Matković, B. (2006). Skok za odbijenom loptom od koša – dio taktike igre u obrani i napadu. Time out, VII(13): 2-3.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN FOOTBALL	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	45
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to introduce the students with the anthropological status characteristics of the different age and quality level football players, their intercorrelations and relations with the successfulness in football.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Football course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Student will acquire high-level competence which will enable him/her to conduct the most complex propositions in the field of selected sport (football) at all levels. Student will acquire knowledge on the results of scientific researches about the anthropological characteristics relevant for successful football performance. Student will be qualified to apply acquired knowledge and skills in all forms of practical activities.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of the football game within the different sport classifications, explain and demonstrate basic knowledge about football techniques, basics of tactics, identify influences and contributions of particular motor knowledge and skills on performance in the football game or game segments and on the other hand the influence of football training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Anthropological characteristics of different age and quality level football players (2L+2S) 2. The influence of different anthropological characteristics (equation of specification) on the performance in football (2L+2S) 3. Model characteristics of physical fitness in football. Comparison of measured anthropological characteristics with the model values of top-level football players (2L+2S) 4. Determination of anthropometric, functional, motor, cognitive characteristics and personality traits of football players (3L+3S) 		

	5. Microsocial football team structure, according to the functional and emotional criteria (2L+2S) 6. Anthropological specificities of different playing position players (2L+2S) 7. The cooperation of a professional team (medical doctor, kinesiologist, psychologist, sociologist) in the process of estimation and evaluation of physical fitness in football (2L+2S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance, active participation on classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1.25	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Seminar essay 40% Oral exam 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Mišigoj-Duraković, M. i sur. (1995). Morfološka antropometrija u športu. Zagreb: Fakultet za fizičku kulturu.					
	2. Dujmović, P. (1997). Fizička priprema nogometaša. Zagreb: Zagrebački nogometni savez – zbor trenera.					
	3. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Weineck, E. J. Optimales Fussballtraining (prijevod na Hrvatski jezik). Zagreb: Kineziološki fakultet. 2. Toplak, I. (1985). Savremeni fudbal i njegove tajne – taktika i metodika, Beograd: FSJ. 3. Milanović, D.(2010). Teorija i metodika treninga. Zagreb: Kineziološki fakultet.					
2.12. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN FOOTBALL 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	45
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Familiarizing students with football teaching and training methods for different age groups by electing training contents (physical conditioning drills, technical and tactical drills), and with load dosage in football training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Football.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire high levels of knowledge that enable him/her executing complex tasks necessary for football training and organization. Students also acquire knowledge on scientific research outcomes that involve structural and biomechanical characteristics of sport. They acquire knowledge on anthropological features important for performance excellence, and principles of programming and controlling the training process. Student is qualified for implementation of attained knowledge and skills in everyday practical work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the status of football in different classifications of sports; verbalize and demonstrate basic knowledge on football technique, teaching methodology and tactics fundamentals. They will also be able to identify motor skills and abilities that influence and contribute to situational efficiency of football game or parts of the game, and vice versa – the influence of the football training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Definition and structure of training methodology in football (2L+2E) 2. Classification and training contents selection: physical conditioning exercises/drills (2L+1E) 3. Basic, specific and situational physical conditioning drills in football (2L+2E) 4. Load dosage in football training (2L+2E) 5. Physical conditioning methodology in football (2L+2E) 6. Principles of physical conditioning of junior athletes in each phase of their sports development (sensitive phases) (2L+2E) 7. Specific methodology of cardio-respiratory fitness and motor abilities development in football: aerobic, anaerobic, mixed aerobic and anaerobic training; strength and power, speed and agility, endurance, accuracy, flexibility and coordination training. (3L+3E) <p>Seminars and exercises</p> <ol style="list-style-type: none"> 1. Organizational work forms in football training (2S+1E) 2. Age differences in physical conditioning methodology (2S+1E) 3. Transmuting/conversion training (2S+1E) 		

	<ul style="list-style-type: none"> 4. Strength and power training in football (basic) (2S+1E) 5. Strength and power training in football (specific and situational) (2S+1E) 6. Endurance training (aerobic, anaerobic, mixed aerobic and anaerobic) (2S+1E) 7. Speed training in football (basic, specific and situational) (2S+1E) 8. Coordination training (2S+1E) 9. Agility training in football – basic (2S+1E) 10. Agility training in football – specific and situational (2S+1E) 11. Flexibility training in football (2S+1E) 12. Accuracy (2S+1E) 13. Balance (2S+1E) 14. Relaxation ability (2S+1E) 15. Altitude training (2S+1E) 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active participatin in class.				
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1.5	(other)
	Tests		Oral exam	2.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 5% Seminar essay 35% Oral exam 60%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.		
	Dujmović, P. (1997). Fizička priprema nogometaša. Zagreb: Zagrebački nogometni savez – zbor trenera.		
	Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. <u>Bompa, T. O.</u> (2001). Periodizacija: teorija i metodologija treninga. Zagreb: Kineziološki fakultet. 2. Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez. 3. Elsner, B. (1985). Metodika rada sa fudbalerima: specifične motoričke sposobnosti fudbalera. Beograd: Sportska knjiga. 4. Vrgoč, I. (2008). Kondicijski trening u nogometu. www.nogometnitrening.com 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN VOLLEYBALL	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Tomislav Đurković, Ph.D., senior assistant Tomica Rešetar, Ph.D., senior assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>To acquire necessary theoretical knowledge about the specificities of certain anthropological characteristics in volleyball.</p> <p>To acquire necessary theoretical knowledge about the influence of certain anthropological characteristics on the success in volleyball.</p> <p>To acquire necessary theoretical knowledge about the influence of certain anthropological characteristics on the selection process in volleyball.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Completed Volleyball course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire necessary theoretical knowledge about the specificities of certain anthropological characteristics in volleyball and the influence of anthropological characteristics on the success and selection process in volleyball.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>During the course student will acquire knowledge on:</p> <ul style="list-style-type: none"> - the influence of an individual anthropological characteristics on the successful performance in volleyball (equation of specification) - anthropological characteristics of different age category male and female volleyball players - anthropological characteristics of different play role male and female volleyball players - model values of certain anthropological characteristics of top-level male and female volleyball players 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. The influence of an individual anthropological characteristics on the successful performance in volleyball (equation of specification) (2L+2S) 2. Determination of anthropometric, functional, motor, cognitive characteristics and personality traits of male and female volleyball players (2L+2S) 3. Anthropological characteristics of younger age categories male and female volleyball players (2L+2S) 		

	4. Anthropological characteristics of top-level male and female volleyball players (2L+2S) 5. Anthropological characteristics of different play role male and female volleyball players (2L+2S) 6. Cooperation between members of the professional staff (medical doctor, physiotherapist, strength and conditioning coach, psychologist) in the assessment and evaluation of the physical fitness in volleyball (2L+2S) 7. Microsocial structure of the volleyball team according to the functional criteria (2L+2S) 8. Microsocial structure of the volleyball team according to the emotional criteria (1L+1S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation on the class, regular tests taking and writing the seminar essays.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Seminar essay 40% Practical training 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.					
	2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.					
	3. Službena pravila odbojke. (2011). Zagreb: Hrvatski odbojkaški savez.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN VOLLEYBALL 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Tomislav Đurković, Ph.D., senior assistant Tomica Rešetar, Ph.D., senior assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining theoretical knowledge on training methodology in volleyball for younger age categories. Attaining practical knowledge on training methodology in volleyball for younger age categories.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Volleyball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain necessary theoretical and practical knowledge on training methodology in volleyball for younger age categories .		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will attain knowledge on: <ul style="list-style-type: none"> • definition and structure of training methodology in volleyball for younger age categories; • classification and selection of training contents for younger age categories in volleyball; • training load dosage for younger age categories in volleyball; • training and teaching methods for younger age categories in volleyball; • technical and tactical preparation training for younger age categories in volleyball; • physical conditioning methodology and technical and tactical methodology for younger age categories in volleyball; • application of situational indicators in training and preparation for the match in younger age categories in volleyball 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Definition and structure of training methodology in volleyball (1L+1S) 2. Classification and selection of training contents: physical conditioning and technical and tactical preparation in volleyball (2L+2S) 3. Training load dosage for adult categories in volleyball (2L+2S) 4. Training and teaching methods (2L+2S) 5. Technical and tactical preparation: description and demonstration of technical and tactical tasks, detection and correction of motor errors (2L+2S) 6. Physical conditioning methodology in volleyball (2L+2S) 7. Technical and tactical methodology in volleyball (2L+2S) 8. Application of situational indicators in training and preparation for the match (2L+2S) 		

	<p>Exercises (each topic is covered by 2 classes)</p> <ol style="list-style-type: none"> 1. Definition and structure of training methodology for younger age categories in volleyball 2. Classification and selection of technical and tactical drills for younger age categories in volleyball 3. Classification and selection of physical conditioning drills for younger age categories in volleyball 4. Training load dosage for younger age categories in volleyball 5. Technical and tactical preparation: description and demonstration of motor tasks 6. Technical and tactical preparation: detection and correction of motor errors 7. Teaching and training methods for younger age categories in volleyball (analytic, synthetic and situational) 8. Physical conditioning principles for younger age categories in volleyball 9. Physical conditioning methodology for younger age categories in volleyball according to sensitive phases of development 10. Specific methodology for cardio-respiratory fitness and motor abilities improvement for younger age categories in volleyball 11. Teaching order of technical and tactical elements for younger age categories in volleyball 12. Teaching methodology of individual technical and tactical performance throughout complex 1 (serve reception, overhand setting in attack, spiking in attack, attack reinforcement) 13. Teaching methodology of individual technical and tactical performance throughout complex 2 (serve, block, defense, overhand setting in counterattack, spiking in counterattack, counterattack reinforcements) 14. Teaching methodology of team technical and tactical performance throughout complex 1 (serve reception, overhand setting in attack, spiking in attack, attack reinforcement) 15. Teaching methodology of team technical and tactical performance throughout complex 2 (serve, block, defense, overhand setting in counterattack, spiking in counterattack, counterattack reinforcements) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation on the class, regular tests taking and writing the seminar essays.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.9	Research		Practical training	1.6
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.6	(other)	
	Tests		Oral exam	0.4	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Practical training 35% Seminar essay 35% Oral exam 10%.					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Janković, V., Marelič, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.					

	2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	3. Službena pravila odbojke. (2011). Zagreb: Hrvatski odbojkaški savez.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTROPOLOGICAL ANALYSIS IN SWIMMING	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Prof. Nada Grčić Zubčević, Ph.D. Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire theoretical knowledge and practical skills about the anthropometric, motor, functional parameters important for successful performance in swimming.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Swimming course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire necessary theoretical and practical knowledge and skills about the all segments of anthropometry, motor and functional abilities that make the whole called successfulness in swimming. This will result with creating the model swimmer of specific technique performing in a specific event.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The learning outcomes at the level of the course:</p> <ul style="list-style-type: none"> - The analysis of the anthropometric space - The analysis of the motor abilities - The analysis of the functional abilities - Interrelations of all characteristics and abilities in a specific swimming technique - Interrelations of all characteristics and abilities in a specific swimming event 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Anthropometric characteristics of swimmers – longitudinal skeleton dimension (LSD), transversal skeleton dimension (TSD), volume and body mass (VBM), subcutaneous fatty tissue (SFT) (3L) 2. Motor characteristics of the swimmers – speed (2L) 3. Motor characteristics of the swimmers – aerobic capacities (2L) 4. Motor characteristics of the swimmers – strength (2L) 5. Functional abilities of the swimmers (2L) 6. Age characteristics of the swimmers (2L) 7. Swimmers models defined by swimming techniques and events (2L) <p>Theoretical-practical lectures (seminars)</p> <ol style="list-style-type: none"> 1. Anthropometric characteristics of swimmers – longitudinal skeleton dimension (LSD), transversal skeleton dimension (TSD), volume and body mass (VBM), subcutaneous fatty tissue (SFT) (3TPL) 2. Motor characteristics of the swimmers – speed (2TPL) 3. Motor characteristics of the swimmers – aerobic capacities (2TPL) 4. Motor characteristics of the swimmers – strength (2TPL) 		

	5. Functional abilities of the swimmers (2TPL)				
	6. Age characteristics of the swimmers (2TPL)				
	7. Swimmers models defined by swimming techniques and events (2TPL)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	
	<input type="checkbox"/> seminars and workshops		<input type="checkbox"/> multimedia and the internet		
	<input type="checkbox"/> exercises		<input type="checkbox"/> laboratory		
	<input type="checkbox"/> on line in entirety		<input checked="" type="checkbox"/> work with mentor		
	<input type="checkbox"/> partial e-learning		<input type="checkbox"/> (other)		
	<input type="checkbox"/> field work				
2.8. Student responsibilities	Students are obligated to attend classes according to the Faculty of Kinesiology's statute.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests	0.5	Oral exam		(other)
	Written exam	1.0	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20%				
	Tests 20%				
	Seminar essay 20%				
	Written exam 40%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Mišigoj-Duraković, M. (2008). Kinantropologija. Biološki aspekti tjelesnog vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
	2. Leko, G. (2001). Definiranje odnosa motoričkih sposobnosti i antropometrijskih karakteristika plivača. Zagreb: Fakultet za fizičku kulturu. Doktorski rad.				
	3. Maglischo, E. W. (2003) Swimming Fastest. California: Human Kinetics.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Volčanšek, B. (1996). Sportsko plivanje. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				
	2. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN SWIMMING 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Assist. Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attain necessary theoretical and practical knowledge on teaching methods for: children non-swimmers, adults non-swimmers and persons with special needs non-swimmers. Attain necessary theoretical and practical knowledge on teaching and training methods for swimming technique in first three years of swimming schools, and its application in swimming sport training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory courses Swimming.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain necessary theoretical and practical knowledge for conducting teaching topics on: infant non-swimmers training, adult non-swimmers training, persons with special needs training, enhancing swimming skills, training methodology for first three years of swimming schools within sport club system.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand principles of teaching and training swimming methodology of infant children; - Understand principles of teaching and training swimming methodology of adults; - Understand principles of teaching and training swimming methodology of persons with special needs; - Understand principles of training methodology of swimming techniques in swimming sport schools; - Apply teaching methodology on swimming skills enhancement in swimming sport schools; - Apply teaching and training methodology on kindergarten children, adults and persons with special needs swimming training; - Independently organize and execute non-swimmers training for all age categories. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Specific teaching methods for infant children non-swimmers (2L) 2. Specific teaching methods for adults non-swimmer (2L) 3. Specific teaching methods for persons with special needs(2L) 4. Organization of non-swimmers' training sports school within swimming club (2L) 5. Training methodology in first year of swimming school (2L) 6. Training methodology in second year of swimming school (2L) 7. Training methodology in third year of swimming school (2L) 8. Organization of competitions within swimming schools (1L) 		

	<p>Seminars (each topic is covered by 1 class)</p> <ol style="list-style-type: none"> 1. Applying swimming contents through play 2. Classification and selection of training drills and aids in swimming 3. Educational tasks in teaching methodology of children within swimming school 4. Specificity of different teaching methods 5. Specific teaching methods for different age categories 6. Specificity of didactical principles application in crawl technique learning 7. Specificity of didactical principles in backstroke technique learning 8. Specificity of didactical principles in breaststroke technique learning 9. Specificity of didactical principles in butterfly technique learning 10. Identification and correction of motor errors in crawl swimming performance 11. Identification and correction of motor errors in backstroke swimming performance 12. Identification and correction of motor errors in breaststroke swimming performance 13. Identification and correction of motor errors in butterfly swimming performance 14. Research in the field of non-swimmers teaching methodology 15. Research in the field of younger swimmers teaching methodology <p>Exercises – field work</p> <ul style="list-style-type: none"> • Teaching children non-swimmers (Fred's method) (4E) • Teaching children with special needs non-swimmers (Halliwick's method) (4E) • Teaching adults non-swimmers (2E) • Training methodology of first year of sport swimming school (6E) • Training methodology of second year of sport swimming school (6E) • Training methodology of third year of sport swimming school (6E) • Competition in sport swimming school (2E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active field work.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	
	Experimental work		Report		Field work (other)	1.5
	Essay		Seminar essay	0.75	(other)	
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 5% Written exam – 45% Seminar essay – 17% Field work – 33%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	4. Grčić-Zubčević, N., Marinović, V. (2009). Igre u vodi za djecu predškolske dobi. Zagreb: izdanje autora. (Sveučilišni priručnik)	10	
	5. Volčanšek, B. (2002). Bit plivanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Sveučilišni udžbenik)	20	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Grčić-Zubčević, N. (1997). Efikasnost različitih programa te mogući čimbenici uspješnosti učenja plivanja. (Disertacija), Zagreb: Fakultet za fizičku kulturu. 2. Zbornici radova Savjetovanja o obuci neplivača. Dostupno u knjižnici Kineziološkog fakulteta. 3. Leko, G. (2008). Slobodni način plivanja - kraul. Zagreb: Promo FIT. (Sveučilišni priručnik)		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan Mandić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN RHYTHMIC GYMNASTICS	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Josipa Radaš, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary goal of the Anthropological analysis in rhythmic gymnastics course is the theoretical and theoretical-practical introduction of students with the functional, morphological, motor, psychosocial and health aspects of rhythmic gymnastics of all age and competition categories. Secondary goal is to qualify students for autonomous analysis, diagnostics and evaluation of the anthropological status of rhythmic gymnasts of all categories.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Rhythmic gymnastics course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	As kinesiologists, coaches in rhythmic gymnastics will, by completing the course Anthropologic analysis in rhythmic gymnastics, acquire knowledge which will enable them to successfully present, recognize, differentiate and analyze anthropologic characteristics of rhythmic gymnasts of all age and competition categories. Also, by completing the course, students will be qualified for defining criteria, evaluation, and kinesiological transformation of rhythmic gymnasts' anthropological status as a part of training and learning process.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - analyze, diagnose and evaluate morphological characteristics of rhythmic gymnasts of all age and competition categories; - analyze, diagnose and evaluate functional abilities of rhythmic gymnasts of all age and competition categories; - analyze, diagnose and evaluate motor abilities of rhythmic gymnasts of all age and competition categories; - analyze, diagnose and evaluate motor skills of rhythmic gymnasts of all age and competition categories; - recognize and evaluate psychosocial aspects of training and competition participation in rhythmic gymnastics; - recognize health aspects and participation criteria in rhythmic gymnastics.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Anthropological analysis of rhythmic gymnastics (3L) 2. Morphological analysis of rhythmic gymnasts of different quality level and age categories (2L) 3. Functional abilities of rhythmic gymnasts of different quality level and age categories (2L) 4. Motor abilities of rhythmic gymnasts of different quality level and age categories (2L) 5. Cognitive abilities of rhythmic gymnasts of different age categories (2L) 6. Personality traits of rhythmic gymnasts of different age categories (2L) 7. Health aspects of rhythmic gymnastics (2L) Seminars		

	1. Analysis and diagnostics of morphological characteristics of rhythmic gymnasts of different quality level and age categories (4S) 2. Analysis and diagnostics of functional abilities of rhythmic gymnasts of different quality level and age categories (4S) 3. Analysis and diagnostics of motor abilities of rhythmic gymnasts of different quality level and age categories (4S) 4. Analysis of cognitive abilities and personality traits of rhythmic gymnasts of different age categories (3S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		4.1. Comments:	
2.7. Student responsibilities	All class attendance.					
2.8. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.9. Grading and evaluating student work in class and at the final exam	Class attendance – 20% Seminar essay – 40% Oral exam – 40%					
2.10. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.					
	2. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.					
2.11. Optional literature (at the time of submission of study programme proposal)	1. Furjan, G. (1990). Prognostička valjanost situacionih i nekih testova koordinacije za uspjeh u ritmičko-sportskoj gimnastici. (Magistarski rad), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Vajngerl, B., Wolf-Cvitak, J. (2000). Motivational structure of the girls involved in sports with a distinct esthetic component. Kinesiology, 32 (1): 55-66. 3. Wolf-Cvitak, J. (1993). Odnosi između nekih morfoloških i motoričkih karakteristika i osnovnih elemenata tehnike u ritmičko-sportskoj gimnastici. Disertacija. Zagreb: Fakultet za fizičku kulturu, 148-185. 4. Kolarec, M., Furjan-Mandić, G., Jurinec, J. (2009). Razvoj izdržljivosti u ritmičkoj gimnastici. Zbornik radova 7. godišnje međunarodne konferencije Kondicijska priprema sportaša, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 446-447.					
2.12. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN RHYTHMIC GYMNASTICS 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Josipa Radaš, Mag.Cin. Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary goal of this course is to theoretically, theoretically and practically, and practically qualify students for teaching rhythmic gymnastics' technical elements with and without apparatus. Another goal of this course is to familiarize students with methods for developing cardio-respiratory, morphological and motor characteristics of rhythmic gymnasts of different age and different competition categories.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Rhythmic gymnastics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	As kinesiologists, by attending this course, students will attain basic methodological knowledge and skills that will enable them to successfully conduct rhythmic gymnastics teaching and sports training. Students will also attain basic knowledge and skills for teaching elements of rhythmic gymnastics and means that affect cardio-respiratory, morphological and motor characteristics development of adult and different quality level rhythmic gymnasts. This course also provides students with knowledge that allows them to critically approach and assess each training mean and method of teaching, i.e. training according to age and competition categories/disciplines in rhythmic gymnastics.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be qualified to: - independently select adequate contents while teaching rhythmic gymnastics; - apply adequate methods for teaching rhythmic gymnastics; - analyze and evaluate training technique exercises, learning and training methods, and also didactical principles of teaching rhythmic gymnastics; - design and utilize different training equipment and aids; - define adequate training contents of adult rhythmic gymnasts of different competition categories/disciplines; - define adequate training means of adult rhythmic gymnasts of different competition categories/disciplines; - dose training load for adult rhythmic gymnasts of different competition categories/disciplines.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Basic principles of training and teaching methodology for adult rhythmic gymnasts (2L) 2. Basic pedagogical and didactical principles in teaching and training adult rhythmic gymnasts (2L) 3. Organizational work forms in adult rhythmic gymnasts' training (2L) 4. Facilities, apparatus and aids for conduction competitions in rhythmic gymnastics (2L) 5. Teaching methodology of rhythmic gymnastics elements in adult rhythmic gymnasts training (2L) 6. Teaching methodology of rhythmic gymnastics technique in adult rhythmic gymnasts training (2L) 7. Physical conditioning training methodology for adult rhythmic gymnasts training (3L) 		

	Exercises 1. Methods for cardio-respiratory abilities developments in adult rhythmic gymnasts training (2E) 2. Methods for flexibility improvement in adult rhythmic gymnasts training (2 E) 3. Methods for strength and power development in adult rhythmic gymnasts training (2E) 4. Methods for balance improvement in adult rhythmic gymnasts training (2E) 5. Methods for accuracy improvement in adult rhythmic gymnasts training (2E) 6. Methods for rhythm and coordination in adult rhythmic gymnasts training (2E) 7. Teaching methodology of body elements (4E) 8. Teaching methodology of ball elements (4E) 9. Teaching methodology of rope elements (4E) 10. Teaching methodology of hoop elements (2E) 11. Teaching methodology of club elements (2E) 12. Teaching methodology of ribbon elements (2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	All class attendance.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 22% Tests – 22% Practical training– 34% Oral exam – 22%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.					
	2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport. 2. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN HANDBALL	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to introduce students with the characteristics of the male and female handball players' anthropological status of different age and quality level, their interrelations and their relations with the successfulness in handball.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Handball course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Student will acquire high-level competence which will enable him/her to conduct the most complex propositions in the field of selected sport (handball) at all levels. Student will acquire knowledge on the results of scientific researches about the anthropological characteristics relevant for successful handball performance. Student will be qualified to apply acquired knowledge and skills in all forms of practical activities.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of the handball game within the different sport classifications, explain and demonstrate basic knowledge about handball techniques, basics of tactics, identify influences and contributions of particular motor knowledge and skills on performance in the handball game or game segments and on the other hand the influence of handball training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Anthropological characteristics of different age and quality level male and female handball players (2L+2S) 2. The influence of different anthropological characteristics (equation of specification) on the performance in handball (2L+2S) 3. Model characteristics of physical fitness in handball. Comparison of measured anthropological characteristics with the model values of top-level male and female handball players (2L+2S) 4. Determination of anthropometric, functional, motor, cognitive characteristics and personality traits of male and female handball players (3L+3S) 		

	<p>5. Microsocial handball team structure, according to the functional and emotional criteria (2L+2S)</p> <p>6. Specific anthropological characteristics of male and female handball players playing on the different playing position (2L+2S)</p> <p>7. The cooperation of a professional team (medical doctor, kinesiologist, psychologist, sociologist) in the process of estimation and evaluation of physical fitness in handball (2L+2S)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active participation in classes.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.75	(other)
	Tests		Oral exam	1.25	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	<p>Oral exam 50%</p> <p>Seminar essay 30%</p> <p>Class attendance 20%</p>				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.				
	2. Mišigoj-Duraković, M. i sur. (2006). Kinatropologija- biološki aspekti tjelesnog vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu				
	3. Sporiš, G., Vuleta, D., Vuleta, D. jr., Milanović, Dragan (2010). Fitness Profiling in Handball: Physical and Physiological Characteristics of Elite Players . Collegium antropologicum. 34, 3: 1009-1014.				
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Vuleta, D. jr., Sporiš, G., Talović, M., Jelešković, E. (2010). Reliability And Factorial Validity Of Power Tests For Handball Players. Sport Science. 3, 1: 42-46.</p> <p>2. Vuleta, D., Gruić, I., Ohnjec, K. (2010). Razlike u eksplozivno-brzinsko-agilnosnim obilježjima kadetskih i seniorskih hrvatskih rukometnih reprezentativki. u: Jukić, I. i sur. (ur.) Zbornik radova 8. godišnje međunarodne konferencije Kondicijska priprema sportaša „Trening brzine, agilnosti i eksplozivnosti“. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera. 263-265.</p>				

	<ol style="list-style-type: none"> 3. Gruić, I., Vuleta, D., Ohnjec, K. (2010). Analiza promjena u različitim manifestacijama eksplozivne snage, skočnosti, agilnosti i brzine rukometaša. u: Jukić, I. i sur. (ur.) Zbornik radova 8. godišnje međunarodne konferencije Kondicijska priprema sportaša „Trening brzine, agilnosti i eksplozivnosti“. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera. 420-424. 4. Vuleta, D., Gruić, I., Milanović, D. (2009). Mjerenje i vrednovanje funkcionalnih sposobnosti vrhunskih rukometaša I rukometašica u pripremnom periodu. u: Jukić, I., Milanović, D., Gregov, C., Šalaj, S. (ur.) Zbornik radova 7. međunarodne konferencije „Kondicijska priprema sportaša 2009.“, Zagreb, 20. i 21. veljače 2009. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 327-331. 5. Rogulj, N., Papić, V., Čavala, M. (2009). Evaluation Models of Some Morphological Characteristics for Talent Scouting in Sport. Collegium Antropologicum. 33, 1: 105-110.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN HANDBALL 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this subject is to familiarize students with: teaching and training methods for different age groups in handball, selection of training contents (physical conditioning drills, technical and tactical drills) and load dosage in handball training.		
2.2. Course enrolment requirements and entry competences required for the course	The course is a part of integrated undergraduate and graduate study plan and programme for those students that choose elective module Handball. The course may be taken by only those students that meet the criteria defined in Faculty of Kinesiology's Statutes of elective modules availability (categorized athletes and demonstrators, mentor system) who finished mandatory course Handball with grades 4 or 5.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students attain high levels of knowledge that allow them to conduct most demanding tasks in handball at all levels of the handball sport system. They attain knowledge on scientific research findings on structural and biomechanical characteristics of sport, anthropological characteristics important for successful performance and the principles of training programming and control.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand position of the handball in different classifications of sports disciplines, demonstrate and explain basic knowledge and skills on handball technique, teaching methodology and fundamentals of handball tactics, identify influences and contributions of some motor skills and abilities on situational efficiency in handball or parts of the handball game, and vice versa – the influence of the handball training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Definition and structure of training methodology in handball (2L+2E) 2. Classification and training contents selection: physical conditioning exercises/drills (2L+1E) 3. Basic, specific and situational physical conditioning drills in handball (2L+2E) 4. Load dosage in handball training (2L+2E) 5. Physical conditioning methodology in handball (2L+2E) 6. Principles of physical conditioning of junior athletes in each phase of their sports development (sensitive phases) (2L+2E) 7. Specific methodology of cardio-respiratory fitness and motor abilities development in handball: aerobic, anaerobic, mixed aerobic and anaerobic training; strength and power, speed and agility, endurance, accuracy, flexibility and coordination training. (3L+3E) <p>Seminars and exercises</p> <ol style="list-style-type: none"> 1. Organizational work forms in handball training (2S+1E) 2. Gender differences in physical conditioning methodology (2S+1E) 		

	3. Transmuting/conversion training (2S+1E) 4. Strength and power training in handball (basic) (2S+1E) 5. Strength and power training in handball (specific and situational) (2S+1E) 6. Endurance training (aerobic, anaerobic, mixed aerobic and anaerobic) (2S+1E) 7. Speed training in handball (basic, specific and situational) (2S+1E) 8. Coordination training (2S+1E) 9. Agility training in handball – basic (2S+1E) 10. Agility training in handball – specific and situational (2S+1E) 11. Flexibility training in handball (2S+1E) 12. Accuracy (2S+1E) 13. Balance (2S+1E) 14. Relaxation ability (2S+1E) 15. Altitude training (2S+1E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active class participation.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training	
	Experimental work		Report	(other)	
	Essay		Seminar essay	1.5 (other)	
	Tests		Oral exam	2.5 (other)	
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Seminar essay 33% Oral exam 56%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.				
	2. Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
	3. Vuleta, D., Milanović, D., Gruić, I.. (2003). Kondicijska priprema rukometaša. U: Zbornik radova međunarodno-stručnog skupa "Kondicijska priprema sportaša", Zagreb (str. 491-500)				

<p>2.12. Optional literature (at the time of submission of study programme proposal)</p>	<ol style="list-style-type: none"> 1. Rogulj, N., Foretić, N., Čavala, M. (2010). Skupni situacijski operatori za razvoj agilnosti u rukometu. u: Zbornik radova Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 348-350. 2. Vuleta, D., Gruić, I. (2009). Funkcionalne sposobnosti vrhunskih rukometaša i rukometašica u pripremnom periodu. U : Zborniku 7.godišnje međunarodne konferencije Kondicijska priprema sportaša (198-201). 3. Gruić, I., Vuleta, D. (2008). Comparison of physical conditioning status of the first and the second league male handball players. u: Milanović, D., Prot, F. (ur.) Proceedings book of the 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, Zagreb, September 10 – 14, Zagreb: Faculty of Kinesiology, University of Zagreb, 913-917. 4. Milanović, D., Vuleta, D., Jukić, I., Šimek, S. (2007). Opća fizička priprema rukometaša različitih dobnih skupina. u: Zbornik radova XXXI. seminara rukometnih trenera Zagreb: Hrvatski rukometni savez. 5. Vuleta, D., Milanović, D., Gruić, I., Jukić, I. (2006). Mjerenje, vrednovanje i prezentacija kondicijske pripremljenosti u rukometu. u: Zbornik radova XXX. seminara rukometnih trenera. Udruga trenera Hrvatskog rukometnog saveza
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Anonymous student survey.</p>

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN SKIING	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary aim is the transfer of theoretical and theoretical-practical knowledge regarding the morphological, physiological, motor, psychosocial and health aspects of skiing and recreational and competitive level. The secondary aim is to empower students to independently analyze, assess and evaluate statuses of recreational and competitive skiers.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Skiing</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire knowledge that will help them to successfully present, recognize and distinguish the anthropological characteristics of competitive and recreational skiers. Also, students will be competent to assess the kinesiological transformation of anthropological status of skiers as a part of training process and learning.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: - to asses, analyze and evaluate morphological characteristics of skiers of recreational and competitive level; - to asses, analyze and evaluate functional characteristics of skiers of recreational and competitive level; - to asses, analyze and evaluate motor characteristics of skiers of recreational and competitive level; - to asses, analyze and evaluate motor skills of skiers of recreational and competitive level; - to recognize and assess psychosocial aspects of skiing on recreational and competitive levels; - to recognize and assess health aspects of skiing on a recreational and competitive level.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Anthropological analysis of skiing. (3L) 2. Morphological characteristics of competitive skiers of varying ages and rank. (2L) 3. Functional characteristics of competitive skiers of varying ages and rank. (2L) 4. Motor characteristics of competitive skiers of varying ages and rank. (2L) 5. Cognitive characteristics of competitive skiers of varying ages and rank. (2L) 6. Characteristics of personality traits in competitive skiers of varying ages and rank. (2L) 7. Characteristics of health aspects in competitive skiers of varying ages and rank (2L)		

	Seminars 1. Assessment and analysis of morphological characteristics of competitive skiers of varying age and rank. (4S) 2. Assessment and analysis of functional characteristics of competitive skiers of varying age and rank. (4S) 3. Assessment and analysis of motor characteristics of competitive skiers of varying age and rank. (4S) 4. Analysis of cognitive characteristics of competitive skiers of varying age and rank. (1S) 5. Analysis of personality traits of competitive skiers of varying age and rank. (1S) 6. Practical role of a doctor in a skiing club. (1S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attending all forms of classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.25	(other)	
	Tests		Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance = 10% Written exam = 40% Essay = 10% Oral exam = 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cigrovski, V., Matković, B., Novak, D. (2008). Differences in some anthropological characteristics of young alpine skiers recorded during one competitive season. Kineziologia Slovenica, 14(3), 26-32. 2. Cigrovski, V., Matković, B., Ivanec, D. (2008). Uloga psiholoških čimbenika u procesu stjecanja skijaških znanja. Hrvatski športsko-medicinski vjesnik, 23(1), 45-50. 3. Cigrovski, V., Matković, B., Krističević, T. (2006). Antropološke karakteristike kao osnova za selekciju u alpskom skijanju. Hrvatski športskomedicinski vjesnik, 21(2), 103-8. 4. Cigrovski, V., Matković, B., Matković, B. R. (2002). Body composition changes during competitive season in young alpine skiers. In: D. Milanović, D., Prot, F. (Eds.) Proceedings book Kinesiology – new perspectives. Opatija 25. – 29. 09. 2002. Zagreb: Kineziološki fakultet, 523-526. 5. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	METHODOLOGY OF TRAINING IN SKIING 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary objective is theoretical, theoretical-practical and practical training of students to make them eligible for diverse skiing techniques teaching. Also, the goal is to familiarize the students with the methods used for the development of physiological capacities, morphological and motor attributes of skier of variable ages and quality rank.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Skiing course..		
2.3. Learning outcomes at the level of the programme to which the course contributes	As the kinesiologists, the students will acquire basic methodological knowledge and skills that will enable them to conduct successfully skiing technique teaching process and skiing sports training. They will gain knowledge about methods of teaching elements of various skiing techniques and about the means they can use to incite the development of physiological capacities, morphological and motor characteristics of skiers of different quality ranks and age. Finally, the students will be empowered to approach critically to and evaluate particular training means and teaching methods with regard to to age and quality rank of trainees.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to :</p> <ul style="list-style-type: none"> - competently select appropriate exercise contents during teaching skiing techniques; - apply the appropriate teaching techniques and procedures during teaching skiing techniques; - analyze and evaluate methodological exercises, teaching and exercise methods as well as didactical principles during teaching skiing; - find and use the appropriate locations within skiing centres for training; - use diverse training equipment and aids; - define the appropriate training contents for the trainees skiers of variable age and quality rank; - define the appropriate training means for the trainees skiers of variable age and quality rank; - prescribe training loads appropriate for the trainees skiers of variable age and quality rank. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Basic methodological principles in teaching and training of younger age skiers. (2L) 2. Basic pedagogical and didactical principles in teaching and training of younger age skiers. (2L) 3. Organizational and methodological formations in training for younger age skiers. (2L) 4. Locations, equipment and aids in the training for younger age skiers. (2L) 		

	<p>5. Methodology of teaching skiing elements to younger age skiers. (2L) 6. Methodology of technical training with younger age skiers. (2L) 7. Methodology of physical conditioning and motor development training for younger age skiers. (3L)</p> <p>Seminars</p> <p>1. Methods for the development of functional capacities of younger age skiers. (3S) 2. Coordination development methods in younger age skiers. (2S) 3. Strength development methods in younger age skiers. (2S) 4. Balance development methods in younger age skiers. (2S) 5. Agility development methods in younger age skiers. (2S) 6. Rhythm in coordination development methods in younger age skiers. (2S) 7. Injury prevention methods in skiing. (2S)</p> <p>Exercises</p> <p>1. Methods for teaching elements of snoplow skiing technique. (1E) 2. Methodological exercises for teaching the straight snoplow. (2E) 3. Methodological exercises for teaching the snoplow turn. (2E) 4. Methodological exercises for teaching the snowplow arch. (2E) 5. Methods for teaching elements of the parallel skiing technique. (1E) 6. Methodological exercises for teaching the straight downhill. (2E) 7. Methodological exercises for teaching the diagonal downhill. (2E) 8. Methodological exercises for teaching the parallel turn toward the hill. (2E) 9. Methodological exercises for teaching the basic turn. (2E) 10. Methodological exercises for teaching the parallel turn away from the hill. (2E) 11. Methodological exercises for teaching the basic quick turns. (2E) 12. Methodological exercises for teaching quick turns. (2E) 13. Methodological exercises for teaching slope jumps. (2E) 14. Methods for teaching elements of carving skiing technique. (1E) 15. Methods for teaching elements of the stem skiing technique. (1E) 16. Methods for teaching elements of the slalom skiing technique. (2E) 17. Methods for teaching elements of the giant slalom skiing technique. (2E)</p>	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
2.8. Student responsibilities	All classes attendance.	
		2.7. Comments:

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	1.5	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 11% Written exam: 22% Oral exam: 34% Seminar essay 11% Practical training: 22%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Matković, B., Ferenčak, S. (1996). Skijajte s nama. Zagreb: FERBOS inženjering. 2. Lanc, V., Gošnik-Oreb, J., Oreb, G., Matković, B. (1988). Naučimo skijati, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Rađenović, O. i sur. (2008). Alpsko skijanje. Zagreb: Hrvatski zbor učitelja i trenera skijanja. 4. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 5. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Željko Hraski, Ph.D. Prof. Kamenka Živčić Marković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN ARTISTIC GYMNASTICS	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Tomislav Krističević, Ph.D. <u>Part-time associates:</u> Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	10
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire high-level knowledge from the field of artistic gymnastics that will enable efficient and high quality task solving imposed by the realization of the gymnastics trainings. Theoretical and theoretical-practical introduction of students with the morphological, motor, functional, psychosocial, and health aspects of artistic gymnastic training. Also, the goal of the Anthropological analysis course is the acquisition of the necessary theoretical knowledge and practical skills of recognition, differentiation and analysis of the anthropological characteristics of different age and quality level artistic gymnasts.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Artistic gymnastics course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be qualified for: - conducting the artistic gymnastics training programme with gymnasts of different age groups and different categories; - conducting scientific studies related to artistic gymnastics; - implementing the gymnastic programmes in kindergartens and school sports organizations; - applying the artistic gymnastics contents in the training process of other sports; - applying the artistic gymnastics contents in different exercise programmes for elderly; - diagnostics of the athletes' status in regards to different age groups and different categories; - planning and programming the training process for gymnasts of different age groups and different categories; - organizing the artistic gymnastics competitions.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Within the elective module of Artistic gymnastics students will attain practical and theoretical skills and knowledge about the basic kinesiological and anthropological characteristics, methodological procedures for development and maintenance of		

	<p>specific fitness abilities and learning technical-tactical skills from artistic gymnastics which will enable them to successfully work with the selected gymnasts groups.</p> <ul style="list-style-type: none"> - Students will master basics of planning and programming of different age and quality level female gymnasts training and will learn the basic methods for controlling the achieved training effects and competition accomplishments. - Elective module of Artistic gymnastics will enable students to acquire scientific basics for conducting researches in the field of artistic gymnastics which will facilitate the process of programming, following and evaluating of the gymnasts' fitness state. - The course from Elective module Artistic gymnastics will enable students to select and apply the artistic gymnastics contents, its methods and teaching procedures in the training process of male and female gymnasts of different age categories and different quality levels. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Anthropological characteristics of top-level male and female gymnasts. The influence of different anthropological characteristics on the successfulness in artistic gymnastics. (2L+2S) 2. Transformation of anthropological characteristics under the influence of artistic gymnastics training. (2L+2S) 3. Model characteristics of male and female artistic gymnasts. Determination of anthropometric characteristics. (2L+2S) 4. Model characteristics of male and female artistic gymnasts. Determination of functional, motor, cognitive abilities and personality traits. (2L+2S) 5. The selection in artistic gymnastics. The selection possibilities in Croatia. (2L+2S) 6. The characteristics of coaching. Anthropologic profile (knowledge, abilities, characteristics) of successful coaches. The role of the professional staff team in the process of training and competition. (2L+2S) 7. Injuries in artistic gymnastics. Prevention, medical treatment and rehabilitation of typical injuries. (2L+2S) 8. The life regime, diet, doping control. (1L+1S) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	0.5	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Research 20% Seminar essay 20% Oral exam 40%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Hraski Ž., Krističević, T., Basić, R. (2003). Osnove treninga snage u sportskoj gimnastici. u: Milanović D., Jukić I. (ur.) Zbornik radova, Međunarodni znanstveno-tručni skup „ondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike. Zagreb, 21. – 22. veljače, 529-532.	1	Internet
	2. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13.	1	Internet
3. Čuk, I., Korenčić, T., Tomazo-Ravnik, T., Peček, M., Bučar, M., Hraski, Ž. (2007). Differences in Morphologic Characteristics Between Top Level Gymnasts of Year 1933 and 2000. Collegium Antropologicum, 31(2007) 2: 613-619.	1	Internet	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. Science of gymnastics journal. 1(1), 41-53. 2. http://www.scienceofgymnastics.com 3. http://www.drillsandskills.com/ 4. http://www.gymnasticbodies.com/ 5. http://www.coachesinfo.com/index.php		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Kamenka Živčić Marković, Ph.D.	1.6. Year of the study programme	4
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	Assist. Prof. Željko Hraski, Ph.D.		
1.2. Name of the course	TRAINING METHODOLOGY IN ARTISTIC GYMNASTICS 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Assist. Tomislav Krističević, Ph.D. <u>Part-time Associates:</u> Prof. Ivan Čuk, Ph.D. Bojan Šinkovec, Mag.Cin. Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Tatjana Stibilj-Batinić, Mag.Cin. Ines Čavar, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	10
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attain high levels of knowledge in the field of artistic gymnastics that will allow students to efficiently solve different demands that artistic gymnastics training imposes. Also, the aim of this course is to attain necessary theoretical knowledge on structural and biomechanical characteristics of sport, anthropological characteristics, and methodological basics of learning gymnastics elements and routines of basic competition programmes (C and B categories), as well as on principles of programming and control of the training process which is significant for gymnasts performance excellence.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Artistic gymnastics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Specific qualifications</p> <ul style="list-style-type: none"> - Within the Elective module Artistic gymnastics, students will attain practical and theoretical knowledge and skills on basic kinesiological and anthropological characteristics, training methodology for developing and maintaining specific physical conditioning abilities and learning technical and tactical skills in artistic gymnastics. It will allow them to successfully work with selected groups of gymnasts. Besides, students will gain knowledge on the basics of planning and programming of female gymnasts training of different age and quality (C and B competition programme). They will also gain knowledge on basic methods for training effects and competition achievements control. - Elective module will provide students with scientific basis for conducting research in the field of artistic gymnastics that will facilitate programming, monitoring and evaluating gymnasts' sport fitness levels. - Courses of the Elective module – Artistic gymnastics should provide students with qualifications for: <ul style="list-style-type: none"> - managing and conducting training process in artistic gymnastics of different age groups and categories; - organizing and carrying out training process with different age groups and categories of gymnasts; - selection and application of artistic gymnastics contents, and its learning methods in gymnasts' training process. <p>Basic qualifications:</p>		

	Application of previously mentioned knowledge on broad fields of social and sport services, and in personal development.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be qualified for:</p> <ul style="list-style-type: none"> - conducting training programmes with different age groups and categories of gymnasts; - conducting scientific research in artistic gymnastics; - implementation of gymnastics programmes in kindergartens and school sports associations; - application of artistic gymnastics contents in other sports training processes; - application of artistic gymnastics contents in different training programmes for elderly; - diagnosing gymnasts' fitness according to different age groups and categories of gymnasts; - planning and programming of the training process for different age groups categories of gymnasts ; - organization of gymnastics competitions. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Transfer of general knowledge on learning theories into the field of artistic gymnastics technical preparation. Basic characteristics of artistic gymnastics training process. (2L) 2. Differences in the training process according to different age categories. Specific teaching and training methods for younger age categories. Differences in the training process according to different gymnastics routines. (2L) 3. Teaching and training methodology for elementary technique of basic „C“ and „B“ competition programmes in the following age categories: girls/boys, male cadets/female cadets, juniors /female juniors, male seniors/female seniors. (2L) 4. Age categories and specific demands in teaching elementary technique. (1L) <p>Seminars</p> <ol style="list-style-type: none"> 1. Classification and selection of training contents: methodology of learning gymnastics elements and exercises/routines, methodology of motor and cardio-respiratory abilities training (2S) 2. Selection of technique elements for different age categories of „C and B“ competition programmes. Characteristics of progressive and profiled approach to selection of elements. (2S) 3. Methodological training design: organizational and methodological work forms, and training content distribution (2S) 4. Compatibility of training methods and gymnasts' anthropological profile (1S) <p>Exercises</p> <ol style="list-style-type: none"> 1. Specificity of different teaching methods for technical elements: analytic, synthetic, situational and combined method. (2E) 2. Teaching and training methods for technique in different disciplines of gymnastics all-around event. (2E) 3. Technical errors registration and selection of corrective methods (2E) 4. Methodology of competition routines preparation (2E) 5. Methods for developing and maintaining motor and cardio-respiratory abilities for different age categories of male and female gymnasts („C“ and „B“ competition programmes). (2E) 6. Basic and specific preparation of male and female gymnasts (2E) 7. Specific methodology for improving cardio-respiratory and motor abilities in artistic gymnastics: strength and power training, flexibility, speed, endurance, accuracy, balance and coordination training. (2E) 8. Physical conditioning principles for younger age categories in each phase of their sport development. (1E) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0.5	Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22% Research 12% Seminar essay 22% Oral exam 22% Practical training 22%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici . <i>Odgojne znanosti</i> , 1(15): 159-180.			10		http://hrcak.srce.hr/
	2. Živčić, K. (2007). <i>Akrobatska abeceda u sportskoj gimnastici</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10		Školska knjiga Dorsum d.o.o.
	3. Živčić, K., Krističević, T. (2008). <i>Specifične pripremne vježbi u akrobatici</i> . <i>Kondicijski trening</i> , 6, 1: 22-29.			10		http://stariweb.ukth.hr/
2.12. Optional literature (at the time of submission of study programme proposal)	1. Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, M. (2007). The Kinematic Model of the Bounce – off Phase in some Acrobatic Elements with Forward Body Rotation. <i>Facta Universitatis, Series Physical Education and Sport, University of Niš</i> , 1 (5): 9-18 2. Živčić Marković, K., Omrčen, D. (2009). The analysis of the influence of teaching methods on the acquisition of the landing phase in forward handspring. <i>Science of gymnastics journal</i> . 1(1): 21-30. 3. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. <i>Science of gymnastics journal</i> . 1(1): 41-53. 4. <i>Science of gymnastics journal</i> . Ljubljana: Fakulteta za šport Univerze v Ljubljani. 1(1), 1,2,3 (2). 5. Prassas, S. <i>Vaulting Mechanics</i> . http://www.coachesinfo.com/ (preuzeto, 01.06.2011.)					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN TENNIS	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	Approx. 15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Introducing students with the primary and specific model anthropological characteristics of top-level male and female tennis players of different age. - Acquiring high level theoretical knowledge and practical skills as well as other important competencies for conducting anthropological analysis in tennis. 		
2.2. Course enrolment requirements and entry competences required for the course	Completed Racquet Sports course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquiring high level basic and specific theoretical knowledge of anthropological analysis in tennis with the purpose of its application in professional practice.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students acquire:</p> <ul style="list-style-type: none"> - basic knowledge about the model anthropological characteristics of top-level male and female tennis players of different age, - basic knowledge about the analysis of specific moving structures in tennis, - specific knowledge about the influence on the motor and functional development of male and female tennis players, - advanced knowledge about the anthropological analysis of psychological and sociological aspects in tennis game. <p>All aforementioned qualifies them for:</p> <ul style="list-style-type: none"> - complete understanding of important model characteristics of successful competitor, - timely recognition and elimination of bad moving structures in the tennis game, - professional theoretical and practical anthropological analysis of motor and functional status of male and female tennis players of different age, - professional theoretical and practical anthropological analysis of psychological and sociological aspects of the tennis game 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)

Lectures

1. Primary and specific anthropological characteristics and their significance for tennis performance (1L)
2. Equation of specification of success in tennis and the model characteristics of top-level tennis players (1L)
3. Selection of potential top-level tennis players (1L)
4. The differences between the anthropological characteristics of female and male tennis players of different age categories (1L)
5. Anatomical analysis of tennis: muscle, muscle groups and joint engagement during tennis play. Types of muscle strains. Biomechanics and electromyographic parameters of specific movements in tennis play (1L)
6. Functional analysis of tennis: analysis of energy processes, functional basics of competition activity course (1L)
7. Load and volume analysis of specific situational parameters (1L)
8. Motor development of a tennis player: motor abilities of male and female tennis players of different age categories (strength, speed, coordination, precision, agility, balance, flexibility) (1L)
9. Psychological preparation: cognitive abilities of male and female tennis players of different age categories. Personality traits of male and female tennis players of different age categories. (1L)
10. Sociological aspects of a tennis game: microsocial structure of the team. Team work in conducting the training process and the competition (1L)
11. Achievement of the optimal relations with the players, coaches and clubs management (1L)
12. Coach: knowledge, abilities and characteristics, the role in the training process and competition (1L)
13. Medical doctor, psychologist, sociologist and physiotherapist: the role and the contents of the work (2L)
14. The life regime: the proportion of training and recovery, diet, specificities of the life regime on tournaments, satisfying other biological needs (1L)

Seminars

1. Models of different equations of specification in tennis and its practical application (1S)
2. The ways of selection of perspective tennis players (cadets) at the age of 12 and 14 (1S)
3. The ways of selection of perspective tennis players (juniors) at the age of 16 and 18 (1S)
4. The ways of selection of perspective male and female adult tennis players (1S)
5. The analysis of motor abilities of male and female tennis players at the age of 12 and 14 (1S)
6. The analysis of motor abilities of male and female tennis players at the age of 16 and 18 (1S)
7. The analysis of motor abilities of male and female adult tennis players (1S)
8. The analysis of functional load of male and female tennis players at the age of 12 and 14 (1S)
9. The analysis of functional load of male and female tennis players at the age of 16 and 18 (1S)
10. The analysis of functional load of male and female adult tennis players (1S)
11. Psychological preparation of male and female tennis players at the age of 12 and 14 (1S)
12. Psychological preparation of male and female tennis players at the age of 16 and 18 (2S)
13. Psychological preparation of male and female adult tennis players (2S)

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular theoretical and practical class attendance, dedication and active participation on the class.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.75	(other)	
	Written exam	0.75	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 20% Written exam 30% Oral exam 30%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Crespo, M., Miley, D. (2009). Priručnik za teniske trenere. Zagreb: Hrvatski teniski savez.			10		
	2. Barbaros Tudor, P. (2008). Fiziološko opterećenje tenisača pri susretima na različitim podlogama (Doktorska disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. (Mentor: prof. dr. sc. Branka Matković).			3		
	3. Novak, D., Barbaros-Tudor, P., Matković, B. (2006). Relacije funkcionalnih sposobnosti i natjecateljske uspješnosti tenisača uzrasta 12 do 14 godina. Hrvatski športsko medicinski vjesnik, 21 (1): 26-31.			3		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Brody, H. (1987). Tennis Science for Tennis Players, Philadelphia: University of Pennsylvania Press. 2. Barbaros Tudor, P., Matković, A. (2008). Morphological differences between dominant and non-dominant body sides in croatian tennis players. In: Milanović, D., Prot, F. (Eds.), Proceedings Book of 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, Zagreb: Kineziološki fakultet, 149-151. 3. Burcar, Ž., Neljak, B., Zmajčić, H. (2002). Interpersonalna komunikacija u funkciji motivacije tenisača. Dopunski sadržaji sportske pripreme. Milanović, D. (ur.) Zagreb: Kineziološki Fakultet Sveučilišta u Zagrebu, 264-268. 4. Crespo, M., Granito, G., Miley, D. (2002). Razvoj mladih tenisača. London: ITF Ltd.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN TENNIS 1	1.7. Credits (ECTS)	4,5
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	Approx. 15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Complete methodological qualification of students for conducting basic and advanced tennis training in tennis playrooms, tennis schools and elementary and high schools (within extracurricular programme „Tennis in schools“).		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Racquet sports.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire high level of basic and specific theoretical knowledge of training methodology in tennis in order to adequately apply it in practice through teaching and training tennis players of different age groups.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students acquire:</p> <ul style="list-style-type: none"> - basic and specific knowledge on methodological formation of training, - advanced knowledge on physical conditioning in tennis, - specific knowledge on training methodology for all tennis technique elements , - basic and specific knowledge on training methodology for tactical preparation in tennis. <p>Above mentioned qualifies them for:</p> <ul style="list-style-type: none"> - methodological training design in practice (through clubs and regional and national programmes of tennis associations), - professional theoretical and practical methodological analysis of all elements of tennis technique, - professional and practical enhancement of basic and specific elements of tennis technique, - enhancement of basic and specific elements of tennis tactics for tennis players of different age. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Methodological design of tennis training and physical conditioning: means, methods, loads, training aids, organizational training forms in tennis (1L+1S) 2. Basic and specific training methodology in tennis playrooms and within „Tennis in schools“ programme (4L+4S) 3. Methodology of physical conditioning: structure and relations of basic and specific cardio-respiratory and motor abilities. Methodological design of training for developing and maintaining basic cardio-respiratory and motor abilities (basic physical conditioning programme) (1L+1S) 4. Methodological design of training for developing and maintaining specific cardio-respiratory and motor abilities (specialized physical conditioning programme for tennis players) (1L+1S) 		

	<ol style="list-style-type: none"> 5. Selection and application of training operators complexes aimed at developing and maintaining specific cardio-respiratory and motor abilities (1L+1S) 6. Training process (tennis training sessions) distribution in tennis players' development (1L+1S) 7. Types of training programmes/preparation (1L+1S) 8. Technique training methodology: structure and relations of tennis technical elements (1L+1S) 9. Selection and application of training operators complexes aimed at tennis technique learning (1L+1S) 10. Training methodology of tactical preparation: structure and relations between tactical elements (1L+1TL) 11. Methodology of tennis play tactics, tactical plan, tactical variants (1L+1S) 12. Criteria for the selection of tactics and tactical variants (1L+1S) <p>Exercises</p> <ol style="list-style-type: none"> 1. Methodological actions and exercises for teaching tennis training and physical conditioning design (2E) 2. Methodological actions and exercises for teaching basics and specificities of tennis training in playrooms and within „Tennis in schools“ programmes (6E) 3. Methodological actions and exercises for teaching structures and relations of basic and specific cardio-respiratory and motor abilities (2E) 4. Methodological actions and exercises for teaching training designs for developing and maintaining specific cardio-respiratory and motor abilities (2E) 5. Methodological actions and exercises for teaching selection and application of training operators complexes aimed at developing and maintaining specific cardio-respiratory and motor (2E) 6. Methodological actions and exercises for teaching tennis technical elements (6E) 7. Methodological actions and exercises for teaching tennis tactical elements (4E) 8. Methodological actions and exercises for teaching tennis play tactics, tactical plan and tactical variants (4E) 9. Methodological actions and exercises for teaching criteria for tactics and tactical variants (2E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active participation in class.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam	1	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22% Tests 22% Written exam 22% Oral exam 22% Practical training 12%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Neljak, B., Dugandžić, M., Barbaros Tudor, P. (2010). Motoričko kondicijski razvoj mladih tenisača na teniskom terenu. Zbornik radova 8. godišnje godišnje međunarodne konferencije „Kondicijska priprema sportaša“. Zagreb, 165-168.	10	
	2. Dugandžić, M., Neljak, B., Barbaros Tudor, P., Pavlović, G. (2010). Plan i program škole tenisa za učenike od 7 do 10 godina. Hrvatski teniski savez i Zbor teniskih trenera Hrvatske (program tenisa kao izvanškolske aktivnosti, verificirano od strane MZOS-a).	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Hoskins, T. (2003). The tennis drill book. USA: Human kinetics. 2. Barbaros Tudor, P., Matković B. R. (2003). Tenis igraonice kao najsuvremeniji sustav poduke djece predškolske dobi. 12. ljetna škola kineziologa Republike Hrvatske. Zbornik radova. Rovinj. 191-194.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module **BASIC KINESIOLOGICAL TRANSFORMATIONS**

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Maja Horvatin-Fučkar, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN BASIC KINESIOLOGICAL TRANSFORMATIONS	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Prof. Gordana Furjan-Mandić, Ph.D. Josipa Bradić, Ph.D. <u>Part-time Associates:</u> Đurđa Podvorac, Lecturer Melita Kolarec, Mag.Cin. Barbara Matijević, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20-30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>Acquire necessary theoretical knowledge and practical skills about:</p> <ul style="list-style-type: none"> - morphological – anthropometric characteristics of persons of different age, gender, ability and skill level; - energy-functional analysis of movement, general motor skills for endurance development (acyclic and cyclic movements) and basic motor abilities by application of different contents under different training modalities and loads; - relation specificities between gymnasts' morphological, motor and functional characteristics during performance of general motor skills without and with implementation of various equipment and/or apparatus 		
2.2. Course enrolment requirements and entry competences required for the course	Completed Basic kinesiological transformations course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Within the elective module Basic kinesiological transformations students will acquire theoretical and practical knowledge and skills about:</p> <ul style="list-style-type: none"> - basic kinesiological and anthropological characteristics; - methodological procedures for learning and acquiring of general motor skills of different programmes (pilates, yoga, aerobics...); - methodological procedures for development and maintenance of basic and specific motor abilities in accordance with the characteristics and capabilities of different age and interest groups; - basic content, intensity and volume selection and distribution procedures in different training programmes; - basics of planning and programming in accordance with the: age, gender, persons' capabilities and knowledge as well as with the specificities of different training programmes; 		

	<p>- basic and specific training methods and procedures for the assessment of the subject's status and for the estimation of expected final states after programmed transformational process conclusion</p> <p>This will enable students to critically and autonomously notice, analyze and solve the problem by adequately organizing and implementing training programme.</p> <p>Students will also be enabled to acquire specific competences by attaining scientific bases for research implementation in the areas of certain segments of the course.</p> <p>Basic competences: application of aforementioned knowledge and skills in the wide area of social and sports activities and in personal development.</p>					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completed and successfully passed course students will be able to autonomously:</p> <ul style="list-style-type: none"> - plan and program transformational programmes for different age category gymnasts in respect to their capabilities, skills and interests; - organize and conduct different transformational programmes, with taking care of the selection and distribution of exercises, selection of adequate training method and load volume with the purpose of learning, acquiring and mastering general and specific (characteristic for different exercising programmes) motor skills and developing and maintaining motor and functional abilities; - diagnose actual gymnasts' states with the possibility of optimal estimation of expected final states. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. The structure of morphological – anthropometric characteristics in accordance with the person's age and gender (2L+2S) 2. Functional analysis of movement, basic motor knowledge (2L+2S) 3. Energetic analysis of movements, basic motor knowledge (1L+1S) 4. Functional-energetic component of endurance exercises of different contents, acyclic and cyclic movements: <ul style="list-style-type: none"> - aerobic endurance exercises (2L+2S) - aerobic-anaerobic endurance exercises (2L+2S) - anaerobic endurance exercises (2L+2S) 5. The relations between morphological, motor and functional characteristics of the gymnast during performance of the general motor skills without equipment and/or apparatus application (2L+2S) 6. The relations between morphological, motor and functional characteristics of the gymnast during exercise performance with application of different types of resistance (equipment, apparatus, partner) (2L+2S) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance; active participation in classes; taking tests and exams.					
2.9. Screening student work (name the proportion of ECTS credits for each	Class attendance	0.5	Research	0.5	Practical training	
	Experimental work		Report		(other)	

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Research 20% Seminar essay 20% Oral exam 40%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Split: Fakultet prirodoslovno-matematičkih znanosti.				15	
2.12. Optional literature (at the time of submission of study programme proposal)	Alter, M. J. (1996). Science of Flexibility. Human Kinetics.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Maja Horvatin Fučkar, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY 1 – BASIC KINESIOLOGICAL TRANSFORMATIONS	1.7. Credits (ECTS)	4,5
1.3. Associate teachers	Prof. Gordana Furjan-Mandić, Ph.D. Josipa Bradić, Ph.D. Jadranka Vlašić, Ph.D. Part-time Associates: lecturer Đurđa Podvorac, Mag.Cin. Melita Kolarec, Mag.Cin. Barbara Matijević, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attain practical and theoretical knowledge and skills on: <ul style="list-style-type: none"> - Training modalities, teaching and learning methods for different movement structures for preschool children and younger and older school children; - Selection and systematization of contents (with and without equipment/aids) adequate for younger age categories and aimed at development of basic motor and cardio-respiratory abilities throughout adapted aerobics, pilates and yoga routines. 		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory courses Basic Kinesiological Transformations.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Within elective module Basic kinesiological transformations students will attain theoretical and practical knowledge and skills on: <ul style="list-style-type: none"> - basic kinesiological and anthropological characteristics; - teaching methods for learning general motor skills within different exercise programmes (Pilates, yoga, aerobics...); - teaching methods for developing and maintaining basic and specific motor abilities according to characteristics and possibilities of different age and interest groups; - basic methods for selection and distribution of contents, modalities and load volume in different workout programmes; - basics of planning and programming according to person's age, gender, possibilities and skills, and specificity of different workout routines; - basic and specific methods and actions for determination of subject's status and assessment of expected final outcomes/status after finishing planned transformational process. 		

	<p>Based on the previously mentioned students will be able to independently study, detect, analyze and solve problems by appropriately organizing and executing programmes.</p> <p>Students will be provided with specific qualifications by attaining scientific basis for conducting research in different segments of this course.</p> <p>General competences: application of previously mentioned knowledge and skills on broad fields of social and sport activities and personal development.</p>	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing and finishing this course students will be able to independently:</p> <ul style="list-style-type: none"> - Plan and programme transformational programmes for different age categories of those who exercise according to their possibilities, skills and interests; - Organize and conduct different transformational processes by taking into consideration selection and distribution of contents by selecting appropriate working modalities and load volume aimed at learning and enhancing basic and specific (workout programme characteristic) motor skills, and by developing and maintaining motor and cardio-respiratory abilities; - Diagnose current statuses of those who exercise by optimally assessing expected, final statuses/outcome. 	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures, seminars and exercises</p> <ol style="list-style-type: none"> 1. Working modalities – teaching and training methods (2L+2E) 2. Organizational work forms (2S+2E) 3. Methods for developing and maintaining children motor abilities (preschool and school age) (2L+2E) 4. Methods for developing and maintaining basic motor abilities in children – strength (1L+1S+2E) 5. Methods for developing and maintaining motor abilities in children – strength by application of different equipment and aids (2S+2E) 6. Methods for developing and maintaining motor abilities in children – coordination (2S+2E) 7. Methods for developing and maintaining motor abilities in children – speed (2S+2E) 8. Methods for developing and maintaining motor abilities in children – balance (2S+2E) 9. Methods for developing and maintaining motor abilities in children – accuracy (2S+2E) 10. Methods for developing and maintaining motor abilities in children – flexibility (2S+2E) 11. Methods for teaching and learning new aerobic exercise programme tasks for children (2L+2E) 12. Methods for teaching and learning new Pilates exercise programme tasks adequate for younger age categories of children (2L+2E) 13. Methods for teaching and learning new Pilates exercise programme tasks adequate for older age categories of children (2L+2E) 14. Methods for teaching and learning new yoga exercise programme tasks adequate for younger age categories of children (2L+2E) 15. Methods for teaching and learning new yoga exercise programme tasks adequate for older age categories of children (2L+2E) 	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical practical lectures (other)
	2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation in class, taking tests and exam.	

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1	Oral exam	1.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 22% Tests 22% Seminar essays 22% Oral exam 12%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Split: Fakultet prirodoslovno-matematičkih znanosti.			15		
	2. Bempa, T. O. (2005). Cjelokupni trening za mlade pobjednike. Zagreb: Gopal			10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Hmjelovjec, I., Kalić, E., Hmjelovjec, D. (2005). Gimnastički poligoni kao sredstvo. Sarajevo: Fakultet sporta i tjelesnog odgoja Univerzitet u Sarajevu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective module PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	ANTHROPOLOGICAL ANALYSIS IN PHYSICAL CONDITIONING OF ATHLETES	1.7. Credits (ECTS)	2.5
1.4. Associate teachers	Vlatko Vučetić, Ph.D. Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. <u>Part-time associate:</u> Assist. Prof. Asim Bradić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30(15L+15S)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal of the course is to enable students to acquire knowledge about the anthropological analysis procedures in physical conditioning of athletes. The special emphasis is put on the analysis of anthropologic characteristics influences on the conditioning exercises performance as well as on the analysis of the conditioning exercises influence on the athletes' anthropological characteristics. In that sense, within the course, students are introduced in detail with the ways of creating (empirically and theoretically) the equation of specification and the equation of values in the training and learning process.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: - analyse the influence of physical conditioning exercises on the athletes' anthropological characteristics - analyse the influence of anthropological characteristics on physical conditioning exercise performance		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the anthropological characteristics significant for specific physical conditioning exercises performance; - understand the transformational value of specific physical conditioning exercises in relation to the certain anthropological characteristics; - understand the methods of the athletes' anthropological characteristics assessment; - perform the analysis of physical conditioning exercises in specific sport activities in regards to the anthropological characteristics		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Primary athletes' anthropological characteristics which represent the information source for conducting diagnostics, planning, programming, implementation and control of the physical conditioning of athletes (2L+2S) 2. Specific anthropological characteristics of athletes which represent the information source for conducting diagnostics, planning, programming, implementation and control of the physical conditioning of athletes (2L+2S)		

	3. Review of the investigations about the structure of motor and functional abilities and morphological characteristics of athletes (2L+2S) 4. Review of the investigations about the correlation between characteristics and abilities of athletes and integrated approach to its bio-psycho-social basics (2L+2S) 5. The procedures of the athletes' anthropologic characteristics evaluation (2L+2S) 6. Anthropological characteristics of athletes of different age and gender (1L+1S) 7. The analysis of physical conditioning training effects on the anthropological characteristics (motor and functional abilities and morphological characteristics) (2L+2S) 8. Correlations between the athletes anthropological dimensions and the successfulness in performance of training activities used for the motor and functional abilities and morphological characteristics development (2L+2S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Class attendance and active participation on the class.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Seminar essay 60% Oral exam 40%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	NE	
	2. Dijagnostika treniranosti sportaša. (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa.			10	DA	
	3. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).			10	DA	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jukić, I. i sur. (ur.) (2003-2011). Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 2. Reilly, T. (2003). Science and Soccer. London: Spon Press 3. Jukić, I. (ur.)(2003-2011). Kondicijski trening. Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TRAINING METHODOLOGY IN PHYSICAL CONDITIONING 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Vlatko Vučetić, Ph.D. Saša Vuk, Ph.D. Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. <u>Part-time Associate</u> Assist. Prof. Asim Bradić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	Provide students with knowledge on training methodology of athletes' motor abilities development.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to create training means for developing and maintaining male and female athletes' motor abilities in different sports, for different age groups, different fitness levels and different training history.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • select adequate contents/exercises for developing and maintaining athletes' motor abilities; • select adequate training methods for developing and maintaining athletes' motor abilities; • select adequate training loads for developing and maintaining athletes' motor abilities; • create integral training operators for developing and maintaining athletes' motor abilities. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Structural, physiological, anatomical, biomechanical and other characteristics of strength and power(1L+1E) 2. Structural, physiological, anatomical, biomechanical and other characteristics of speed and agility (1L+1E) 3. Structural, physiological, anatomical, biomechanical and other characteristics of coordination (1L+1E) 4. Structural, physiological, anatomical, biomechanical and other characteristics of flexibility (1L+1E) 5. Modeling and evaluating methods for learning and enhancing motor skills, i.e. technique of physical conditioning exercises for improvement of motor abilities (resistance training) (2L+2E) 6. Modeling and evaluating methods for learning and enhancing motor skills, i.e. technique of physical conditioning exercises for improvement of motor abilities (track and field exercises) (2L+2E) 7. Differential characteristics of motor abilities' training methodology according to sex (male or female) (2L+2E) 8. Differential characteristics of motor abilities' training methodology according to age and sports performance quality level (2L+2E) 9. Modeling and evaluating methods for improving different types of strength and power (2L+2E) 		

	10. Modeling and evaluating methods for improving different types of speed and agility (2L+2E) 11. Modeling and evaluating methods for improving different types of flexibility (2L+2E) 12. Modeling and evaluating methods for improving different types of coordination (2L+2E) 13. Modeling and evaluating methods for improving different types of endurance (2L+2E) 14. Effect analysis of different methods for improving and maintaining athletes' qualitative motor abilities (2L+2E) 15. Effect analysis of different methods for improving and maintaining athletes' quantitative motor abilities (2L+2E) 16. Literature review on scientific research regarding training methodology of strength, power and flexibility (2L+2E) 17. Literature review on scientific research regarding training methodology of coordination, speed and agility (2L+2E)			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active class participation.			
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests	4.5	Oral exam	(other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Tests 100%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21. – 22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.		20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Zagreb: Kineziološki fakultet.		30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet.		20	YES
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beachle, T. R., Earle, R.W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill: Human Kinetics. 2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Zagreb: Gopal. 4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. USA: On Target Publications. 5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. USA: E. Grayson Cook.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

Elective module FITNESS

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Marković, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	FITNESS TRAINING METHODOLOGY 1	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Saša Vuk, Ph.D. Josipa Bradić, M.Sc. <u>Part-time Associate</u> Assist.Prof. Asim Bradić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Mandatory course of the elective module FITNESS	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To present the fundamental classification of contents (exercises) and work methods in resistance and flexibility training. The students are expected to acquire and master the basic and advanced performance techniques of resistance exercises and stretching exercises. Also, they should adopt teaching and training methods specific for resistance and flexibility training. The accent will be on safety measures and principles in resistance training. Further, the students should acquire the basic and derived organizational formations of work in resistance training and flexibility training.		
2.2. Course enrolment requirements and entry competences required for the course	The following courses completed: Basic Kinesiological Transformations, Functional Anatomy, Biomechanics, Physiology of Sport and Exercise, Theory of Training.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - The ability to consider critically and to solve independently practical kinesiological issues; - The eligibility to teach diverse basic motor knowledge and skills to persons of variable age, gender, physical activity levels and skills; - The eligibility to plan, program and execute transformational processes in the areas of applied kinesiology; - The eligibility to promote physical exercise in the function of health promotion and maintenance in persons of variable age, gender and physical activity levels. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be empowered to:</p> <ul style="list-style-type: none"> - teach efficiently and safely the basic and advanced performance techniques of resistance exercises and stretching exercises to healthy persons of variable age, gender and physical activity levels; - select optimal contents and exercise methods in fitness training of healthy persons with the aim of 1) developing/keeping muscular-motor components of fitness (especially of strength, power and flexibility) and 2) producing the wanted morphological transformations; - understand and implement successfully the basic principles of safety and assistance in resistance training; - understand specific characteristics of the content and method selection in resistance and flexibility training as regards body posture and body composition of healthy persons. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Principles and types of strength and power training. (2L) 2. Resistance drills – free weights and medicine balls. (4L+8E) 3. Resistance drills – training machines (4L+8E) 4. Resistance drills – against own body weight (4L+4E) 5. Resistance drills – elastic resistances (2L+2E) 		

	6. Methods and work modalities in resistance training. (4L+4E) 7. Principles and types of flexibility training. (2L) 8. Stretching methods and drills – dynamic and ballistic (2L+2E) 9. Stretching methods and drills – static (2L+2E) 10. Stretching methods and drills – PNF (2L+2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance and active participation in instruction work; tests and the exam taking.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam		(other)	
	Written exam	1.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 12% Tests: 22% Written exam: 33% Practical training: 33%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Jukić, I., Marković, G. (2005) Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet.				15	Ne
	2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage. Beograd: Datastatus.				10	Ne
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: TVZ. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	HEALTH ASPECTS OF TRAINING AND NUTRITION IN FITNESS	1.7. Credits (ECTS)	2.5
1.4. Associate teachers	Maroje Sorić, M.D., Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The basic objectives of the course are acquiring knowledge of biological mechanisms of effects of different types of training on health, in primary and secondary prevention of the most common chronic cardiovascular diseases, health indicators, health recommendations for training, possible health risks associated with fitness training, indications for limitations and modifications in training, characteristics of nutrition that should accompany different training programmes in fitness and nutritional supplements.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Functional Anatomy, Basic Kinesiological Transformations, Physiology of Sport and Exercise, Biological kinanthropology, Physical Activity and Health.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Preparation of an effective plan and programme of health-related exercise for healthy persons. Preparation of an effective and safe (risk-free) plan and programme of exercise for persons with a disease. Evaluation of effects of exercise on health.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student will be able to: - understand biological mechanisms of effects of different types of training on health, in primary and secondary prevention of the most common chronic cardiovascular diseases, - understand health recommendations and risks associated with different types of fitness training, - assure requirements for safe and risk-free training programme, - understand principles of nutrition and guidelines for modification of nutrition according to the type, duration, intensity, and frequency of fitness trainings, - develop a critical standpoint on usage of ergogenic aids, supplements, - apply methods of assessment of energy expenditure during training, assessment of optimal body weight by methods of body composition assessment, - evaluate effects of conducted fitness training programmes, - collaborate with experts from the field of nutritionism and biomedicine.		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Relationship of cardiorespiratory and muscular fitness and health status indicators. (1L) 2. Mechanisms of effects of aerobic training on body weight regulation, arterial hypertension, glucose tolerance. (1L) 3. Health effects of strength and muscular endurance training on recently highlighted risk factors in development of atherosclerosis. (1L) 4. Older age – physiological age and health effects of aerobic training, strength and muscular endurance training in older age persons. (1L+2S) 5. Effects of aerobic training and strength and muscular endurance training on increase of plasma levels of HDL-cholesterol. (1L) 6. Effects of aerobic training and strength and muscular endurance training on lowering of increased plasma triglyceride levels. (1L) 7. Indications for limiting load in fitness training. (1L+1S) 8. Possible cardiovascular complications associated with exercise load. (1L+1S) 9. Assessment of energy expenditure during training, assessment of optimal body weight by methods of body composition assessment. (1L+2S) 10. Evaluation and methods of assessment of effects of health-related fitness programmes. (1L+2S) 11. Energy needs in fitness training - carbohydrates, proteins, and fats need. (1L+1S) 12. Vitamins and minerals, fluid replacement. (1L+1S) 13. Size, type, and time of a meal. (1L+1S) 14. Ergogenic aids: hormone, pharmacological. (1L+2S) 15. Ergogenic aids: physiological and nutritional – supplements. (1L+2S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, active participation in class.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam		(other)
	Written exam	1	Project	0.5	(other)
2.10. Grading and evaluating student work in class and at the final exam	Regular and active class attendance – 20% Written exam – 40% Seminar essay – 20% Project – 20%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	Mišigoj-Duraković, M. (1999) Tjelesno vježbanje i zdravlje. Zagreb: Grafos - Kineziološki fakultet.	10	
	Mišigoj-Duraković, M. (2012) Tjelesno vježbanje i zdravlje (2. izdanje - u pripremi). Zagreb: Kineziološki fakultet.		
	Mišigoj-Duraković, M. (2003). Osnove prehrane u športu. u: Športska medicina. ur. Pećina, M. i sur., Zagreb: Medicinska naklada, 35-37.	1	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Mišigoj-Duraković, M. (2003). Značaj tjelesne aktivnosti i sporta za zdravlje. u: Interna medicina, ur. Vrhovac, B. i sur., 3. obnovljeno izdanje. Zagreb: Naprijed, 12-14. 2. Krznarić, Ž., Mišigoj-Duraković, M., Milutinović, S. (2008). Način života i zdravlje. u: Interna medicina. ur. Vrhovac, D. i sur. Zagreb: Medicinska biblioteka, Naklada Ljevak, 9-16. 3. Bouchard, C., Blair, S. i Haskell, W. L. (2007). Physical activity and health. Champaign, IL: Human Kinetics. 4. Ehrman, J. K. i sur. (2010). ACSMs resource manual for guidelines for exercise and testing prescription (6. izdanje). Baltimore, MD: Lippincott Williams & Wilkins. 5. Jeukendrup, A., Gleeson, M. (2010). Sports Nutrition - an introduction to energy production and performance. Champaign, IL: Human Kinetics. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module **KINESIOLOGICAL RECREATION**

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	KINESIOLOGICAL METHODOLOGY OF RECREATION IN LEISURE TIME (1)	1.7. Credits (ECTS)	4,5
1.3. Associate teachers	Assist. Prof. Drena Trkulja Petković, Ph.D. Assist. Prof. Dubravka Ciliga, Ph.D. Assist. Danijel Jurakić, Ph.D. Prof. Ivančica Delaš, Ph.D. (part-time associate) Sanja Ćurković, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	60(30L+15S+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to train the students to be able to design all forms of recreational programs in varying environments and for varying populations. Students will be capable of designing the recreational programs in varying conditions. Students will also be able to collaborate with experts from related areas.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Kinesiological recreation</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work in sports recreation in varying conditions and for varying needs with the aim of educating the participants as well as preserving and enhancing their health status. Designing the individual and group-based programs in sports recreation. Collaborating with experts from related areas.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - apply the methods of system management with the kinesiological recreation basis; - devise a financial plan of investment profitability in certain recreational programs; - establish the concept of kinesiological recreation for various needs; - collaborate in various research- and professional-based areas (health preservation, tourism etc.); - devise and implement the transformational programs respecting all criteria and methods for its implementation; - use the contemporary technologies for individual complex programs.		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars and exercises: <ol style="list-style-type: none"> 1. The role of kinesiological recreation in leisure time. The aims of kinesiological recreation in leisure time. (2L) 2. The notion of leisure time as a quality resource for a regeneration of the body. (2L) 3. The structure of jobs and various professions in modern-day society. Analysis of work and work process. (2L) 4. Basic methods in kinesiological recreation intended for enhancement of workers' status. (2L+2E) 5. Principles in devising kinesiological programs aimed at working individuals. (4L+2S) 6. Types, aims and possibilities of planning the recreational activities for working individuals. (2L) 7. Evaluation of program effects in working individuals. (2L+3S) 8. Role and significance of kinesiological recreation in leisure time for general population. (2L) 9. Classification of participants according to age and specific needs. (2L+2S+2E) 10. Specificities of recreation programs in the population of children and youth. (4L+2S+2E) 11. Specificities of recreation in adult population; general terms related to health preservation using means of physical activity. (2L+2S+4E) 12. Application of recreational programs in specific populations (elderly, people with disabilities). (2L+2S) 13. Analysis of application of transformation programs for enhancement of physiological capacities. Planning methods and selection of activities aimed at improvement of physiological capacities and/or reduction of subcutaneous body fat. (2L+2S+5E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending classes on a regular basis; actively taking part in all forms of classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests	1	Oral exam	1.5	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 12% Tests 24% Written exam 24% Essay 12% Oral exam 28%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	

	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	2. Andrijašević, M i sur.(1998). Planiranje i programiranje sportske rekreacije.(Skripta), Zagreb: FFK i HSSR.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M. (2000). Rekreacijom do zdravlja i ljepote. Zagreb: FFK. 2. Ivanišević, G. i sur.(2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj, znanstveni skup Veli Lošinj. Zagreb: Akademija medicinskih znanosti Hrvatske. 3. Mišigoj-Duraković, M. i sur.(1999). Tjelesno vježbanje i zdravlje. Zagreb: Fakultet za fizičku kulturu, Grafos. 4. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R.W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 5. Štuka, K. (1985). Rekreacijska medicina. Zagreb: Sportska tribina.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	PROGRAMMING IN KINESIOLOGICAL RECREATION	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Assist.Prof. Drena Trkulja Petković, Ph.D. Danijel Jurakić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to make the students eligible to design projects, plans and programmes for diverse socio-economical needs. Also, to train them for managers able to organize work in variable conditions. The third objective is training for team work as well as for management and jobs coordination in the area of kinesiological recreation.		
2.2. Course enrolment requirements and entry competences required for the course	Completed <i>Kinesiological Recreation</i> course.		

2.3. Learning outcomes at the level of the programme to which the course contributes	The competence to: <ul style="list-style-type: none"> - organize professional work in physical recreation in variable working conditions and for various needs with the aim of health protection and promotion; - exercise programming with the aim to transform anthropological characteristics; - work in a team with professionals from various fields of expertise. 					
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be empowered to: <ul style="list-style-type: none"> - define goals of individual and group work; - design plans and programmes for various needs; - implement research methodology to research projects aimed at profession advancements; - cooperate with professionals from various fields of expertise; - design and conduct transformational programmes; - use modern technology in individual sophisticated programmes. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (2 contact hours are allocated to each teaching topic) <ol style="list-style-type: none"> 1. Kinesiological recreation as a research-academic discipline. 2. Review of the development of kinesiological recreation in modern society. 3. The role and position of kinesiological recreation in the developed countries. 4. The structure and development of kinesiological recreation as the applicative scientific discipline. 5. The implementation of kinesiological recreation in diverse social segments and economy industries. 6. Principles of scientific research in kinesiological recreation. 7. Methodology of research issues structuring in kinesiological recreation at various levels: pilot projects, projects, studies, scientific and professional level. 8. Methodology-proper sequence of goal setting and issue defining in various types of scientific-research works. 9. Methods of writing scientific and professional papers from the area of kinesiological recreation. 10. Organizational options and management of kinesiological recreation in practice. 11. Types of services and organization of physical (sports) recreation in practice. 12. Organizational and management structure of physical recreation in various conditions. 13. Organization of physical recreation in the society, characteristics of systems and their stockholders. 14. The system of archiving, monitoring and evaluating the constituents of sports-recreational supply. 15. Team role and operation in bigger companies and associations (international, domestic). 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						Regular class attendance and active participation in work.
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	1.5	(other)	

<i>credits is equal to the ECTS value of the course)</i>	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 20% Seminar essay: 20% Oral exam: 60%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10		
	2. Andrijašević, M. (2004). Programi i sadržaji razvoja sportsko-rekreacijskog turizma u Hrvatskoj. u: Bartoluci, M. i sur. (ur.) Menadžment u sportu i turizmu. Zagreb: KF, EF.			10		
	3. Andrijašević, M. (2004). Suvremeni programi sportske rekreacije. U: Bartoluci, M. (ur.) Zbornik radova međunarodnog znanstvenog skupa Sport u turizmu, Zagreb.			10		

2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 2. Bartoluci, M. i sur. (2004). Menadžment u sportu i turizmu. Zagreb: Kineziološki fakultet, Ekonomski fakultet. 3. Andrijašević, M., Bartoluci, M., Cetinski, V., Čepelak, R., Fox, J., Ivanišević, G., Jadrešić, V., Keros, P., Peršić, M., Ravkin, R. (1999). Animacija u hotelijersko-turističkoj ponudi. Opatija: Hrvatska udruga hotelijera i restoratera, Vološćansko grafičko poduzeće. 4. Andrijašević, M., Bartoluci, M. (2004) The role of wellness in contemporary tourism. Acta Touristica, 16(2): 125-142. 5. Jurakić, D., Andrijašević, M., Pedišić, Ž. (2010). Osnove strategije za unapređenje tjelesne aktivnosti i zdravlja zaposlenika srednje dobi s obzirom na obilježja radnog mjesta i sklonosti ka sportsko-rekreacijskim aktivnostima. Sociologija i prostor, 48(1): 113-131.
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

Elective module **KINESITHERAPY**

1. GENERAL INFORMATION			
1.3. Course teacher	Assist. Prof. Dubravka Ciliga, Ph.D.	1.6. Year of the study programme	4
1.7. Name of the course	METHODOLOGY AND PROGRAMMING OF KINESITHERAPEUTIC PROCEDURES 2	1.7. Credits (ECTS)	4
1.8. Associate teachers	Lidija Petrinović Zekan, Ph.D. Tatjana Trošt Bobić, Mag.Cin. <u>Part-time Associates:</u> Vesna Filipović, M.Sc. Alen Baščevan, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To make the students eligible for understanding of certain diseases and impairments and for acquisition of methodological knowledge necessary for kinesitherapeutic procedures planning and programming.		
2.2. Course enrolment requirements and entry competences required for the course	Completed <i>Kinesitherapy</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will become empowered for: - The recognition of certain impairments and diseases; - Kinesitherapeutic procedures planning and programming; - The application of kinesitherapeutic procedures in practice.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to define and analyse: - Diverse conditions and weaknesses of certain organ system; - Characteristics of certain impairments and diseases; - Diagnostic procedures aimed at the definition of disease condition; - Methodological procedures within the goal-oriented kinesitherapeutic programme; - Planning and programming of targeted kinesitherapeutic procedures.		

<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures (2 contact hours are allocated to each teaching topic, except for the topic number 8 which is delivered in 1 hour)</p> <ol style="list-style-type: none"> 1. Rheumatic diseases. 2. Arthritis of the hip and knee joint and of the spine. 3. Periarthritis humeroscapularis. 4. Mental retardation; classification. 5. Autism. 6. Amputees. 7. Ankylosing spondylitis (Mb Bechterew) 8. Diabetes mellitus <p>Seminars (2 contact hours are allocated to each teaching topic, except for the topic number 8 which is delivered in 1 hour)</p> <ol style="list-style-type: none"> 1. Methodology and programming of kinesitherapeutic procedures for the persons with rheumatic diseases. 2. Methodology and programming of kinesitherapeutic procedures for the persons with arthritis of the hip and knee joint and of the spine. 3. Methodology and programming of kinesitherapeutic procedures for the persons with periarthritis humeroscapularis. 4. Methodology and programming of kinesitherapeutic procedures for the persons with mental retardation. 5. Methodology and programming of kinesitherapeutic procedures for the persons with autism. 6. Methodology and programming of kinesitherapeutic procedures for amputees. 7. Methodology and programming of kinesitherapeutic procedures for the persons with ankylosing spondylitis (Mb Bechterew). 8. Methodology and programming of kinesitherapeutic procedures for the persons with diabetes mellitus. <p>Exercises (2 contact hours are allocated to each teaching topic)</p> <ol style="list-style-type: none"> 1. Introduction to massage: types of massage, their physiological and psychological effects. 2. Indications for and counterindications against massage. 3. Specific attributes of massage premises and equipment. 4. Basic massage techniques. 5. Sports and medicine massage. 6. Feet and ankle massage. 7. Leg back side massage. 8. Leg front side massage. 9. Low back massage (lumbar spine). 10. Paravertebral musculature massage. 11. Upper back massage (shoulder blade and neck). 12. Arm and hand massage. 13. Face massage. 14. Segmental massage. 15. Entire body massage – integration of the learned techniques into one sequence. 				
<p>2.6.Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7.Comments:</p>		
<p>2.8.Student responsibilities</p>					
	<p>Class attendance</p>		<p>Research</p>	<p>Practical training</p>	<p>1</p>

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam	0	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Seminar essay 25% Oral exam 50% Practical training 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Filipović, V., Klaić, I. (2001). Važnost propriocepcije za normalnu funkciju ramena. u: Zbornik radova OTŠD Hrvatskog zbora fizioterapeuta, Zagreb.			5		
	2. Kosinac, Z. (2002): Kineziterapija lokomotornog sustava. (Udžbenik). Split: Sveučilište u Splitu.			7		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Trošt Bobić, T., Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepo osobe. u: Andrijašević, M. (ur.) Zbornik radova Međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 345-351. 2. Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida. u: Andrijašević, M. (ur.) Zbornik radova Međunarodne znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 351-362. 3. Trošt, T., Ciliga, D., Petrinović Zekan, L. (2007). Dobrobit redovitog bavljenja sportsko-rekreativnim aktivnostima u odrasla čovjeka. u: Findak, V. (ur.) Zbornik radova 16. ljetne škole kineziologija Republike Hrvatske „Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, Zagreb: Hrvatski kineziološki savez, 540-546. 4. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom. u: Andrijašević, M. (ur.) Zbornik radova konferencije „Sport za sve u funkciji unapređenja kvalitete života“, Zagreb: Kineziološki fakultet, 105-112. 5. Trošt T., Petrinović Zekan, L. (2006). Izokinetika u funkciji kvalitete kineziterapijskog programa. u: Findak, V., Delija, K. (ur.) Zbornik radova 15. ljetne škole kineziologa Republike Hrvatske „Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije“, Rovinj, Zagreb: Hrvatski Kineziološki savez, 356-361. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Lada Perković, Senior Lecturer	1.6. Year of the study programme	4
1.2. Name of the course	HEALTH PSYCHOLOGY – SELECTED TOPICS	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to acquaint students with the importance of interrelations of psychosocial factors and physical health, i.e., disease. Further objective is to acquire knowledge from the field of psychology that enhance the effectiveness of preventive, diagnostic, therapeutic, and rehabilitation activities in work with persons with physical disorders and limitations.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - apply previously acquired knowledge from the field of psychology in understanding of disease prevention and disease development; - recognize psychosocial risk factors for development of diseases; - apply psychological techniques in stress prevention and pain relief; - use psychosocial approach in work with persons with physical disorders or impairments. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 lecture hours for each teaching topic, except for the topic no. 5, which is taught during 3 lecture hours)</p> <ol style="list-style-type: none"> 1. The definition of health psychology. The area of theoretical research and application of findings of health psychology in sport. 2. Health behaviours – risky and protective health habits, theoretical models of health behaviours, psychological methods for changing risky health behaviours. 3. Stress and physical health – sources of stress, reactions to stress, theories of stress, studies on the relationship between stress and health, i.e. diseases, stress and work burnout. 4. Stress and physical health – development of psychosomatic diseases and symptoms, psychological methods and techniques for prevention and reduction of stress. 5. Psychosocial factors and pain – complexity of the sensation of pain, types of pain, theories of occurrence of the pain sensation, relationship between mental states and processes and pain, psychological methods and techniques for pain relief. (3L) 6. Physical impairments, diseases, and mental states – psychological adaptation to loss of a body part or a bodily function, psychological adaptation to sports injuries. 7. Psychological manifestations of incurable diseases – coping with illness and possibility of death, communication with persons with severe diseases. <p>Seminars (2 seminar hours for each teaching topic, except for the topic no. 3, which is taught during 3 hours)</p>		

	<ol style="list-style-type: none"> 1. Assessment of health behaviours, psychological methods for promotion of behaviour change, motivational interview. 2. Stress assessment and ways of coping with stress. 3. Psychological techniques for prevention and reduction of stress and pain – techniques of relaxation, visualization, cognitive restructuring, biofeedback... (3S) 4. Stress and work. 5. Research on coping with physical diseases and disabilities. 6. Sources of negative attitudes and prejudice against persons with disabilities. 7. Taboo topics: sexuality and death. 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	3	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 100%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Havelka, M. (ur.) (2002). Zdravstvena psihologija. Jastrebarsko: Naklada slap.				
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Hudek Knežević, J., Kardum, I. (2006). Stres i tjelesno zdravlje. Jastrebarsko: Naklada Slap. 2. Cox, R.H. (2005). Psihologija sporta. Jastrebarsko: Naklada Slap. 				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

Elective module SPORT MANAGEMENT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	MANAGEMENT IN SPORTS ORGANISATIONS	1.7. Credits (ECTS)	4
1.2. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S)
1.3. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.4. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary objective is to empower the students to understand management of sports organizations. Also, the next objective is the acquisition of specific knowledge from the area of planning and designing entrepreneurial programmes in sport industry.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to implement their knowledge and comprehension of the concepts, principles, and theories from the area of management and entrepreneurship in the sports organizations. Also, they will be able to identify and analyze options for the implementation of entrepreneurial programmes in sport industry and in the area of sports.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be qualified to: <ul style="list-style-type: none"> - comprehend and analyze resource exploitation in sports organizations; - comprehend the system of organization of the social segment of sports; - comprehend the sport facilities management system; - comprehend the role of management in sport and sports organizations; - design and analyze entrepreneurial programmes from the area of sports. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 contact hours are allocated to each topic)</p> <p>1. CERTAIN CHARACTERISTICS OF SPORT AS A BUSINESS ACTIVITY. The development of sport as a business. Organizational management. The role of the state in sport management.</p> <p>2. THE ORGANIZATION OF SPORTS FIELD ACTIVITY. The organizational structure of the field of sport. Types of organizations. Lineal system of organizing in sport.</p> <p>3. SPORTS ORGANIZATIONS. The concept and legal status of sports organizations. Sports organizations: the Croatian Olympic Committee, the national sport federations, sports associations, sports clubs, sports companies, other sports organizations.</p>		

	<p>4. THE ORGANIZATION OF SPORT AT THE LEVEL OF THE WORLD AND EUROPE. The organizational system of sport. The main international sports federations.</p> <p>5. THE ROLE OF MANAGEMENT IN SPORTS ORGANIZATIONS. The concept, tasks and functions of management in sports organizations. Management levels. Functions of managers, types of managers in sport.</p> <p>6. FUNCTIONS OF SPORT MANAGEMENT. The concept and types of planning. Problem solving. Decision making.</p> <p>7. FUNCTIONS OF SPORT MANAGEMENT. The concept of organizing. The creation of jobs. Delegating. Management of changes.</p> <p>8. FUNCTIONS OF SPORT MANAGEMENT. The concept of leadership. Leadership styles. Characteristics of leaders. Contingency model of leadership.</p> <p>9. FUNCTIONS OF SPORT MANAGEMENT. The concept and types of control. Quality in sports organizations.</p> <p>10. ORGANIZATIONAL BEHAVIOUR IN SPORTS ORGANIZATIONS. Types of organizations. Groups and team management. Communication. Organizational culture.</p> <p>11. MANAGERS IN SPORT. Leadership styles of managers in sports organizations. The role of managers and entrepreneurs in sports organizations.</p> <p>12. HUMAN RESOURCES MANAGEMENT IN SPORT. The concepts of professionals and volunteers in sport. Functions and matrices of human resources management in sport. Motivation. The system of awards. Performance evaluation.</p> <p>13. STRATEGY AND ANALYSIS OF CONTEXT IN SPORT. The concepts of strategy, vision, mission. The analysis of the internal and external contexts.</p> <p>14. MANAGEMENT OF SPORTS EVENTS. The concept and characteristics of sports events. Logistics of the event. The event financing. The effects of the event. The event management.</p> <p>15. THE FUTURE OF SPORTS BUSINESS ACTIVITIES. The future prognosis and prediction. Oncoming trends and challenges.</p> <p>Seminars (2 contact hours are allocated to each topic, except for the topic number 1; it is delivered in one contact hour)</p> <ol style="list-style-type: none"> 1. Introduction to the seminar classes. 2. Examples of sports organizations and their structure. 3. The analysis of the internal context of sports organizations. 4. The analysis of the external context of sports organizations. 5. The implementation of the functions of management in sport. 6. The implementation of the functions of management in sport. 7. The specific nature of the manager in sport. 8. Examples of sports events management. 		
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:
2.8.Student responsibilities	Regular class attendance and active participation in the class work. The seminar essay production and completion of other assignments. Completion of a practical training and report presentation about the process of practical work.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	2.5	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 12.5% Tests 62.5% Seminar essay 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bartoluci, M., Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet.					
	2. Beech, J., Chadwick, S. (2010). Sportski menadžment (prijevod knjige The Business of Sport Management). Zagreb: MATE.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Lussier, R. N., Kimball, D. C. (2009). Applied Sport Management Skills. Champaign: Human Kinetics. 2. Covell, D., Walker, S., Siciliano, J., Hess, P.W. (2003). Managing Sports Organizations: Responsibility for Performance. Mason: South-Western.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Mato Bartoluci, Ph.D.	1.6. Year of the study programme	4
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1.2.Name of the course	MANAGEMENT IN SPORT AND TOURISM	1.7.Credits (ECTS)	3
1.3.Associate teachers	Sanela Škorić, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S)
1.4.Study programme (undergraduate, graduate, integrated)	integrated	1.9.Expected enrolment in the course	15
1.5.Status of the course	Elective module	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1.Course objectives	The objective is to provide the students with an insight into tourism complexity from the aspect of activity contents. They will acquire specific knowledge from the area of sport tourism development planning, organization and management. The students will be familiarized with the evaluation methodology of economical effects of sports-recreational services in tourism.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to: <ul style="list-style-type: none"> - apply knowledge and comprehension of the concepts, principles and theories from the area of sport management and tourism to sport and physical recreation; - explain the role and significance of sport and physical recreation in tourism. - identify and analyse possibilities for the development of sports-recreational supply in tourism. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: <ul style="list-style-type: none"> - understand the system of tourism; - explain the association between tourism, sport and physical recreation; - identify economical effects of sport and physical recreation in tourism; - recognize the organizational system of sport and physical recreation supply in tourism; - identify and analyze diverse options for the development of sports tourism. - analyze needs and features of professional staff for development of sports tourism - identify and analyse future changes in the development of sports tourism 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 contact hours are allocated to each topic):</p> <p>1. FUNDAMENTAL CHARACTERISTICS OF CONTEMPORARY TOURISM. The appearance, definition, fundamental concepts and indicators of the development of contemporary tourism. Tourism development trends. Characteristics of tourism in the Republic of Croatia.</p> <p>2. ECONOMICAL EFFECTS AS THE DETERMINANTS OF THE STRATEGIC MANAGEMENT OF TOURISM DEVELOPMENT. Tourist trends' effects. Tourist consumption. Economical effects of tourism. Position of tourism in Croatia's balance sheet.</p> <p>3. PROFESSIONAL STAFF IN TOURISM. Structure of professional staff in tourism. Management. Tourism and employment. Education and sport – relationship between market and public measures.</p>		

	<p>4. SPORTS AND TOURISM – MARKET ANALYSIS. Tourism – a growing industry. Relationship between tourism and sport. Sports tourism as a specific form of tourism. Increase in sports travelling. Avanturistic vacations breakthrough.</p> <p>5. WINTER SPORTS TOURISM. Winter sports tourism definition and characteristics. Winter sports centers development. Managing winter sports centres. Climate change and winter sports tourism.</p> <p>6. BIG SPORTS EVENTS AS TOURISM MAGNETS. Definition and characteristics of big sport events. Financing big sports events. The influence of big sports events. Big sports events and tourism.</p> <p>7. NAUTICAL AND HEALTH-RELATED TOURISM. The concept of nautical and health-related tourism. Prerequisites for the nautical and health-related tourism development. The development indicators of nautical and health-related tourism. Wellness and health tourism relationship.</p> <p>8. MANAGEMENT IN TOURISM AND SPORT. The concept of management. Managers and their functions. Functions of the management. Changes in the modern management. Tourism management, i.e. managing tourism. The necessity of management in sports and tourism.</p> <p>9. SPORTS EXPERTS IN TOURISM. Sports tourism and education. Job profile: animators. Sport and recreation education of animators in the world. Sport and recreation education of animators in Croatia.</p> <p>10. QUALITY MANAGEMENT OF TOURISM AND SPORT OFFER. Tourism, free time and wellness. Sport as a part of health and tourist service. Hotel's sports activities. The quality of sport offered in hotels.</p> <p>11. MANAGING OF SPORTS PROFIT CENTERS IN TOURISM. Reporting by segments. Sport as a report segment in Croatian hotels and tourism. Sports tourism investments.</p> <p>12. NATURAL AND GEOGRAPHICAL POSSIBILITIES OF SPORTS TOURISM DEVELOPMENT IN CROATIA. Defining sports and tourism resources. Geographical characteristics of Croatian tourism regions and their possibilities for sports and recreational tourism development.</p> <p>13. DEVELOPMENT POSSIBILITIES OF SPORTS TOURISM IN CROATIA. Market parameters of sports tourism development. The future of sports tourism in Croatia. Sports and recreational activities trends of tourists in Croatia.</p> <p>14. PROGRAMMES AND CONTENTS OF THE SPORTS-RECREATIONAL TOURISM DEVELOPMENT IN CROATIA. Sport and physical recreation and tourism in Croatia. "Sport for All" – a contemporary movement of modern society and the initiator of active rest. Development issues of the Croatian tourism.</p> <p>15. THE FUTURE OF SPORTS AND RECREATION OFFER IN CROATIAN TOURISM. Proposal of measures for developing sports and recreation offer in Croatian tourism. Proposal of contents of sports recreation in Croatian tourist offer. Proposal of contemporary recreation offer.</p> <p>Seminars (2 contact hours are allocated to each topic, except for the topic number 1 to which 1 contact hour is allocated):</p> <ol style="list-style-type: none"> 1. Introduction into the seminar classes. 2. Sporting offer of a city, hotel, tourist resort, and similar and its influence on tourist trends. 3. Trends on the tourism market of arrangements related to sport. 4. The role of certain sports in the Croatian tourism. 5. Sports events and tourism. 6. Animation programmes in hotels, tourist resorts, etc. 7. Forms of sporting tourism. 8. "Croatia – a country of sports tourism" 		
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7.Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
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2.8. Student responsibilities	Regular class attendance and active participation in work. Completion of the seminar essay and other assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1,5	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 16% Tests 50% Seminar essay 34%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Bartoluci, M., Čavlek, N. i sur. (2007). Turizam i sport – razvojni aspekti./Tourism and Sport – Aspects of Development. Zagreb: Školska knjiga.					
	2. Bartoluci, M., Škorić, S. (2009). Menadžment sportskog i nautičkog turizma. Karlovac: Veleučilište u Karlovcu.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Čavlek, N., Bartoluci, M., Prebežac, D., Kesar, O. i sur. (2011). Turizam: Ekonomske osnove i organizacijski sustav. Zagreb: Školska knjiga (u tisku) 2. Hinch, T., Higham, J. (2004). Sport Tourism Development. Channel View Publications. 3. Ritchie, B.W., Adair, D. (ur.) (2004). Sport Tourism: Interrelationships, Impacts and Issues. Channel View Publications. 4. Bartoluci, M. i sur. (2004). Menadžment u sportu i turizmu./Management in Sport and Tourism. Zagreb: Kineziološki fakultet i Ekonomski fakultet Sveučilišta u Zagrebu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Branka Matković, M.D., Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	PHYSIOLOGY OF SPORT IN EXTREME ENVIRONMENT	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Lana Ružić, M.D., Ph.D. Antonela Nedić, M.D., Junior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	During the elective course Physiology of Sport in Extreme Environment students acquire knowledge of influence of different environmental conditions on physiological processes in the human organism. The objective of the course is to acquaint students with neuromuscular, metabolic, cardiovascular, and respiratory adaptations of the human organism to different environmental conditions, and with possible negative and positive influences of extreme environmental conditions on adaptation processes important for sport.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Physiology of Sport and Exercise.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire knowledge of basic acute and chronic adjustments and adaptation of the human organism to different environmental conditions. Students will be able to implement this knowledge in programming of sports training or recreational physical activity. Students will learn the possible negative influences of certain environmental changes on successfulness of training, but also which environmental factors can be used to enhance the effects of physical activity on the human body.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the influence of environment on the human body; - understand adaptations of different organ systems to extreme environmental conditions; - recognize negative effects of environment on the organism; - adequately react to negative environmental effects; - recognize positive possibilities of change of environment in terms of enhancement of the training process. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Introduction to the field of environmental physiology, literature, sources, history, environment taxonomy (normal, ideal, optimal, extreme, exotic). (2L) 2. Environment and its changes (climate, atmospheric pressure, temperature, humidity, wind, physical and chemical pollutants, radiation, gravity), adaptation, acclimatization, habituation, training, cross-adaptations. (2L+1S) 3. Physical activity in the cold. (1L) 4. Physical activity in the heat. (1L) 5. Effects of humidity and wind on the human body. (1L+1S) 6. Physiology of diving: apnea diving. (1L+1S) 7. Scuba diving. (1L) 8. Pathophysiology of diving. (2L)		

	9. Effects of altitude on the human body – physiology and pathophysiology. (2L+1S) 10. Physiological basis and advisability of altitude training in different sports. (2L+1S) 11. Changes in the human body during hypoxic or hyperbaric training. (2S) 12. Effects of acceleration on the human body – physiology of flying. (2S) 13. Effects of microgravity on the human body. (2S) 14. Physical activity and atmospheric pollution. (2S) 15. Biorhythm and biorhythm disorders. (2S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance of all classes, preparation of a seminar essay.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam	0.5	(other)
	Written exam	0.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Seminar essay 25% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Matković, B., Ružić, L.(2009). Fiziologija sporta i vježbanja. Zagreb: KIF, DVOIT.			10	
	2. Guyton, A. C., Hall, J. E. (2006). Medicinska fiziologija. 11. izd. (odabrana poglavlja). Zagreb: Medicinska naklada.			3	
	3. Šarić, M., Žuškin, E. i sur.(2002). Medicina rada i okoliša (odabrana poglavlja). Zagreb: Medicinska naklada.			2	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cheung, S. (2010). Advanced environmental exercise physiology. New York: Human Kinetics. 2. Reilly, T., Waterhouse, J., Budgett, R. (2005). Sport, Exercise and Environmental Physiology. Churchill&Livingstone.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Safet Kapo, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	K-1	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Hrvoje Sertić, Ph.D. Ivan Segedi, Ph.D. <u>Part-time associate:</u> Branko Cikatić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	50
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - Education of students through philosophy, codex, and principles of combat sports with the purpose of conducting healthier way of life, achieving higher level of physical fitness, increasing self-confidence, setting up and achieving goals, reinforcing manhood, persistence, adaptation and affirmation in the community, self-respect, respecting others, increasing the quality of interpersonal relations. - Education of students through evolution and the rules of K-1, analysis of K1 sport, structural analysis, anthropological characteristics, analysis of combat sports comprising K-1, technical and tactical elements of K-1. Basic methods in K-1, specific training methods in K-1, acquisition level evaluation of K-1 techniques, gaining information about eight combat sports comprised in K-1 based on which a student can more easily decide to further study and improve in other combat sports. - To master basic modern theoretical, scientific and practical (empirical) knowledge and skills about sport instructing and improving in K-1. - To master specifics of sports didactics in K-1 to develop techniques, tactics and motor abilities - To qualify students to be able to successfully utilize knowledge attained through theoretical and practical lectures and exercises in conducting educational process for students of different age. 		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will master special knowledge and skills specific to this combat sport and its application in: <ul style="list-style-type: none"> - physical education – compulsory and extracurricular contents - sport - physical recreation - military, police and security services 		

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - to qualify students in theoretical and practical sense to be able to evaluate, analyse and synthesise K-1 sport - students will be able to transfer knowledge related to the meaning and the purpose of training K-1 - students will be able to transfer knowledge of basic and specific training methodology of K-1 - students will be able to transfer knowledge and values of health aspect through philosophy of K-1 - students will be able to apply educational knowledge through codex and principles of combat sports comprised in K-1 - students will be able to transfer knowledge of applying technical elements of K-1 in self-defence - student will be able to present information, ideas, problems and solutions regarding K-1 to professionals and general public - students will be qualified to conduct compulsory, elective and optional PE classes at all educational levels (from preschool to university), to conduct sports activity programmes with selected group of children, the young and adults at all competition levels and to conduct free time physical recreation activities with adults. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 1 class)</p> <ol style="list-style-type: none"> 1. World history of K-1 2. Analysis of sports activity and rules of K-1 3. The meaning and the purpose of practicing K-1 4. Specific teaching methods in K-1 5. The champions of K-1 6. Significance and possibilities of K-1 in the educational system <p>Theoretical-practical lectures and exercises</p> <ol style="list-style-type: none"> 1. Stances and movements (1TPL+1E) 2. Punches (2TPL+2E) 3. Kicks (2TPL+2E) 4. Grips (1TPL+1E) 5. Defences (2TPL+2E) 6. K-1 equipment and its application (2TPL+2E) 7. Application of K-1 elements in self-defence (2TPL+2E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7. Comments:			
2.8. Student responsibilities	Active participation in the class by taking notes and active participation in practical classes					
2.9. Screening student work (name the proportion of ECTS credits for each	Class attendance	0.5	Research		Practical training	1.0
	Experimental work		Report		(other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Oral exam 25% Practical training 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Kapo, S., Cikatić, B. (2010). Put do vrha K-1. Univerzitetski udzbenik. Sarajevo: Fakultet sporta i tjelesnog odgoja.					
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Kapo, S. (2006). Strukturalna analiza i model vrhunskih K-1 boraca superteške kategorije. Doktorska dizertacija. Sarajevo: Fakultet sporta i tjelesnog odgoja. 2. Kapo, S. (2009.). Kodeksi boričkih vještina i fair play. 3. međunarodni simpozij – Nove tehnologije u sportu, Sarajevo. 3. Sertić, H. (2004). Osnove boričkih sportova. Zagreb: Kineziološki fakultet. 4. Kuleš, B. (1997). Trening karatista. Zagreb: SN Liber. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	NORDIC WALKING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Mario Kasović, Ph.D. Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire necessary theoretical knowledge and practical skills in Nordic walking and to learn to apply Nordic walking in the educational process (PE classes), physical recreation, kinesitherapy and sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course provides basic knowledge in Nordic walking which represent a requirement for facilitating course mastering on elective module Fitness.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - acquisition of Nordic walking technique - acquisition of methodological procedures for instructing Nordic walking - application of Nordic walking in physical education - application of Nordic walking in sport - application of Nordic walking in physical recreation - application of Nordic walking in kinesitherapy 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. History of Nordic walking and the influence of Nordic walking on anthropological status 2. Kinesiological and biomechanical analysis of Nordic walking 3. Application of Nordic walking in physical education, sport, physical recreation and kinesitherapy <p>Theoretical-practical lectures and exercises (each topic is covered with 2TPL+2E)</p> <ol style="list-style-type: none"> 1. Walking techniques in fitness (power walking) 2. Teaching methods for instructing Nordic walking 3. Walking techniques on flat terrain 4. Strength and flexibility developing exercises in Nordic walking 5. Programming in Nordic walking 6. Hill walking 		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7. Comments:			
2.8. Student responsibilities	Class attendance is obligatory and students are being registered on each class. Absence from classes is permitted for students recognized by the Croatian Olympic committee as top-level athletes and this exception is made in accordance with the Faculty council's resolution. This rule does not liberate them of other obligations related to this class. Illness caused absence can be excused with doctor's note. In exceptions, absence from seminars can be compensated with attendance of some other group's seminar, if previously announced.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam		(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Practical training 25% Written exam 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Furjan-Mandić, G, Kondrič, M. (2005). Nordijsko hodanje. u: Sekulić, D. (ur.) Zbornik radova Međunarodnog znanstveno-stručnog savjetovanja „Sport, rekreacija, fitness“. Split: Zavod za kineziologiju, Fakulteta prirodoslovno matematičkih znanosti i odgojnih područja, 165-169.					
2. Furjan-Mandić, G., Kondrič, M., Medved, V., Kasović, M., Oreb, G. (2005): Trunk and shoulder musculature activity in Nordic Walking using different pole lengths. u: Milanović, D., Prot, F. (ur.) 4th International Scientific Conference on Kinesiology, Opatija, Faculty of kinesiology Zagreb, 845-847.						
2.12. Optional literature (at the time of submission of study programme proposal)	Vidović, M. (2008). Kineziološka analiza nordijskog hodanja. Diplomski rad. Kineziološki fakultet, Zagreb.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Assist.Prof. Drena Trkulja Petković, Ph.D.	1.6. Year of the study programme	4
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1.2. Name of the course	MOUNTAINEERING AND PHYSICAL RECREATION PROGRAMMES IN NATURAL ENVIRONMENTS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Danijel Jurakić, Ph.D., Research Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (16L+14E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The basic objective of the course is to acquire the fundamental theoretical and practical knowledge of mountaineering and other physical recreation programmes in natural environments, and modalities and specificities of their application.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will gain insight into complexity of mountaineering and physical recreation programmes in natural environments, advantages and dangers of natural environments. They will be able to organize and safely realize a large number of recreational programmes applicable in all areas of kinesiology (recreation, education, sport, and kinesitherapy), as well as in everyday life.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - acquire fundamental theoretical and practical knowledge of mountaineering and other physical recreation programmes in natural environments; - understand the role and importance of mountaineering and physical recreation programmes in natural environments as the basic and additional programmes in the areas of kinesiology; - design plans and programmes of work, respecting barriers to participation in physical recreation activities in different subpopulations (children and youth, adults, elderly persons, persons with disabilities, children with developmental difficulties); - learn the methodics of application of different types of mountaineering activities and physical recreation programmes in natural environments; - learn behaviour rules in natural environments, as well as the individual's role in protection of flora, fauna, and natural rarities. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. The definition and short history of mountaineering; specificities and systematization of mountaineering activities. Mountaineering equipment (summer and winter) and its characteristics. (1L) 2. Mountaineering and other physical recreation programmes in natural environments as the basic and additional programmes in the areas of kinesiology. (1L) 3. Dangers in the mountains (objective and subjective), precautionary measures. Overview of the causes of the most common injuries in the mountains (natural environments). (1L) 4. Marking paths and trails, types and techniques of marking. (1L) 		

	<p>5. Participation in physical recreation activities in natural environments – historical overview and modern trends. Individual, social, environmental, and economic benefits of physical exercise in natural environments. (1L)</p> <p>6. Barriers to participation in physical recreation activities in different subpopulations (children and youth, adults, elderly persons, persons with disabilities, children with developmental difficulties). (2L)</p> <p>7. Staying in natural environment. Human behaviour in natural environment. Overnight stay in the mountains, mountaineering and other facilities. Mountain Rescue Service and 'self-rescue'. (1L)</p> <p>8. The man's (mountaineer's) role in protection and preservation of flora, fauna, and natural rarities. (1L)</p> <p>9. Technique and tactics of movement in mountains and natural environments – general terms and principles; the importance and structure of the preparation programmes for safe mountaineering. (1L)</p> <p>Theoretical-practical lectures and exercises</p> <p>1. Methodics of application of different sports and physical recreation games in natural environments (garotke, beach volleyball, Indiaca, beach handball, speedminton, trim trails, traditional sports, foot volleyball, table tennis, hanging bowling, etc.) (2TPL+4E)</p> <p>2. Methodics of application of complex and modern activity programmes in natural environments: paint ball, team building, rafting, and kayaking. (2TPL+4E)</p> <p>3. Methodics of application of alpinism, amateur excursion mountaineering, cycling. (2TPL+6E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			Most classes are planned to be held during a two-day field work.
2.8. Student responsibilities	Regular class attendance and active participation in class, preparation and realization of seminars within the field work. Coverage of the field work expenses (500-600 HRK).					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0.3
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.7	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50% Oral exam 35% Practical training 15%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Poljak, Ž. (2004). Zlatna knjiga hrvatskog planinarstva. Zagreb: Planinarski savez Hrvatske.	10	
	2. Smerke, Z. (1989). Planinarstvo i alpinizam. Zagreb: Planinarski savez Hrvatske.	10	
	3. Širić, V., Trkulja Petković, D., Končarević, M. (2008). Sportsko rekreacijski sadržaji na otvorenom u funkciji unapređenja turističke ponude Osječko-baranjske županije. u: Neljak, B. (ur.) Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske, Poreč: Hrvatski kineziološki savez. 395-401.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Trkulja Petković, D., Gobec, D. (2004). Planinarstvo i turizam. u: Bartoluci, M. (ur.) Zbornik radova Međunarodnog znanstvenog skupa „Menadžment u sportu i turizmu“, Zagreb: Kineziološki fakultet. 329-334. 2. Čaplar, A. (2011). Planinarski vodič po Hrvatskoj. Zagreb: Mozaik knjiga		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Ksenija Bosnar, Ph.D.	1.6. Year of the study programme	4.
1.2. Name of the course	ATTITUDES TOWARDS KINESIOLOGICAL ACTIVITIES	1.7. Credits (ECTS)	2
1.3. Associate teachers	<u>Part-time Associate</u> Damir Markuš, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to familiarize the students with the attributes of attitudes and their associations with behaviour, especially with exercise and sport involvement. The instruments for the measurement of attitudes towards kinesiological activities and recent results of their application to the Croatian population will be presented to the students		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Elements of Psychology</i> and <i>Psychology of Sports and Exercise</i> courses.		
2.3. Learning outcomes at the level of the programme to which the course contributes	It is expected that the students will: <ul style="list-style-type: none"> - better understand and more efficiently predict behaviour manners related to physical exercise and health-related lifestyles due to their knowledge of the origin and function of attitudes; - be a peer-to-peer members of the teams that are planning and implementing any advertising action for the promotion of physical exercise and health-underpinning lifestyles through attitude addressing. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	It is expected that the students will: <ul style="list-style-type: none"> - understand the function and origins of attitudes; - be able to create a collection of verbal expressions of their attitudes toward particular objects; - be able to apply attitude scale to diverse populations; - be able to interpret the results of attitude measurements on a certain population; - know how to act with the aim to change the target attitude in the wanted direction. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. What are attitudes, what is attitude object, what is the function of the attitude, and what the attitude structure looks like? (2L+2S) 2. Acquisition of attitudes (2L+2S) 3. The relationship between attitudes and behaviour; the model of prudent/sensible action; the model of planned behaviour and the Nolan and Feldman's model of sports recreational behaviour. (2L+2S) 4. Attitude-behaviour relationship factors; how can an attitude be incited, attitude measuring (2L+2S) 		

	<p>5. Attitude change, examples of advertising campaigns (2L+2S)</p> <p>6. Survey of research studies on measuring attitudes toward kinesiological activities in the Croatian population; a seminar essay preparation (field work). (2L+2S)</p> <p>7. Survey of research studies on measuring attitudes toward kinesiological activities in the Croatian population; a seminar essay preparation (field work). (2L+2S)</p> <p>8. The summary of the course; the repetition of the key cognitions (expected to have been adopted by the students during the course) through complex examples from kinesiological practice. (1L+1S)</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.4	Research	0.4	Practical training	0.4
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.4	Oral exam	0.4	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 20%</p> <p>Tests / Quizzes 20%</p> <p>Research 20%</p> <p>Oral exam 20%</p> <p>Practical training 20%</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Aronson, E., Wilson, T. D., Akert, R. M. (2005). Socijalna psihologija. Zagreb: Mate. (the chapter on attitudes)					
	2. Prišlin, R. (1991). Kada se i kako naše ponašanje slaže s našim stavovima? u: Kolesarić, V., Krizmanić, M., Petz, B. (ur.) Uvod u psihologiju, Zagreb: Grafički zavod Hrvatske.					
	3. Bosnar, K., Benassi, L. (2008). Konstrukcija skale općeg stava prema nogometu. u: Findak, V., Milanović, D., Neljak, B. (ur.) Zbornik radova 17. ljetne škole kineziologa RH Stanje i perspektiva razvoja u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 88-93.					The article available at the Croatian Kinesiological Association site.
2.12.Optional literature (at the time of submission of study programme proposal)	1. Fazio, R. H., Petty, R. E. (2008). Attitudes – Their Structure, Function and Consequences, New York: Psychology Press (odabrana poglavlja)					

	<ol style="list-style-type: none"> 2. Markuš, D. (2011). Razvoj modela za predviđanje životnog stila srednjoškolaca na osnovi stvova prema kineziološkim aktivnostima, Disertacija, Zagreb: Kineziološki fakultet. 3. Bosnar, K. , Vukmir, V., Ambrosi-Randić, N. (2005). Attitudes toward dieting in non-athletes and in athletes participateing either in combat sports or sports with a marked aesthetic component. Proceedings of 4th International Scientific Conference on Kinesiology "Science and Profession - Challenge for the Future", Opatija, Croatia, 7 - 11 September, 2005., 641-644. 4. Bosnar, K., Prot, F. (2007). The comparison of sport preference factors in elementary school girls of different age and residential status. In: Prskalo, I., Strel, J., Findak, V. (Eds.) Pre-Conference Proceedings of the 1st Special Focus Symposium on Kinesiological Education in Pre School and Primary Education. Zadar: ECNSI, 52-62.
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	4
1.2. Name of the course	TENNIS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	Approx. 70
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To enhance students' theoretical knowledge and practical skills in tennis. Application of basic and advanced tennis techniques with emphasis on utilization of different types of spins and tennis stances during shots performance during game play.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquisition of advanced knowledge from the field of modern sports diagnostics of tennis players on the court. Development of new technologies for production tennis equipment and its influence on evolution of tennis. The influence of particular tennis movement structures application in the process of teaching and training on the changes in psychosomatic status of children, the young and adults. Biomechanical analysis of advanced techniques and practical instructions of those techniques. Introduction with the variations of particular basic and specific tennis technique performances with special attention focused on the application of different types of spinning and tennis positions during the game play (forehand spin, forehand top spin, forehand side spin, backhand spin, backhand top spin, backhand side spin, slice service, top spin service, twist service, returns, lob, half-volley, drop shot, drop shot volley, stop-volley). Acquisition of practical skills about optimal methodological procedures for instructing advanced tennis techniques. Strategic and tactical application of advanced tennis elements with regard to playing surface.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will acquire:</p> <ul style="list-style-type: none"> - advanced theoretical information from the field of sports diagnostics and development of new technologies in tennis - advanced and specific motor skills in tennis - practical skills about adequate methodical procedures for instructing advanced tennis techniques through the game play - advanced strategic and tactical knowledge in tennis (strategy and tactics of tennis preparation and match in regard to playing surface: clay, concrete and grass) <p>All aforementioned qualifies students for:</p> <ul style="list-style-type: none"> - basics of planning, programming and implementing advanced instruction procedures in tennis - conducting modern diagnostic procedures on the tennis court - transferring advanced strategic and tactical knowledge with regard to playing surface 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures (each topic is covered with 1 class)		

	<ol style="list-style-type: none"> 1. Development of modern systems of racquet and tennis ball production and its influence on changes in the tennis game play 2. Kinesiological analysis of forehand and backhand top spin, slice and side spin shot from side, half-open and open stance during the game play 3. Kinesiological analysis of slice, top spin and twist service. Kinesiological analysis of forehand return and backhand return 4. Kinesiological analysis of forehand volley, backhand volley and smash during the game play 5. Anthropological analysis of tennis play on different playing surfaces 6. Technical-tactical application of shots in the game with regard to playing surfaces <p>Theoretical-practical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Teaching methods and performance of forehand shot in the game (with the ball in play) from the side, half-open and open stance. Application of different spinning from aforementioned stances in the game (top spin, slice, side spin) 2. Teaching methods and performance of backhand shot in the game (with the ball in play) from the side and half-open stance. Application of different spinning from aforementioned stances in the game (top spin, slice, side spin) 3. Teaching methods and performance of service with different spinning (slice, top spin, twist) 4. Teaching methods and performance of forehand volley shot in the game 5. Teaching methods and performance of backhand volley shot in the game 6. Teaching methods and performance of smash shot in the game <p>Exercises (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Teaching technique exercises, their sequence and progressiveness in instruction of forehand shot in the game (with the ball in play) from side and half-open stance with special attention drawn to application of different spinning 2. Teaching technique exercises, their sequence and progressiveness in instruction of backhand shot in the game (with the ball in play) from side and half-open stance with special attention drawn to application of different spinning 3. Teaching technique exercises, their sequence and progressiveness in instruction of service with different spinning (slice, top spin, twist) 4. Teaching technique exercises, their sequence and progressiveness in instruction of forehand volley shot in the game 5. Teaching technique exercises, their sequence and progressiveness in instruction of backhand volley shot in the game 6. Teaching technique exercises, their sequence and progressiveness in instruction of smash shot from the air and after a ground bounce in the game 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Regular class attendance (practical and theoretical classes), active class participation		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Tests 25% Written exams 25% Oral exam 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. DTB (1992). TENIS-od početnika do majstora. Zagreb: Mladinska knjiga. (redigirao: B. Neljak).			5		
	2. Filipčić, A., Filipčić, T. (2003). Tenis: učenje. Dopolnjena izd. Ljubljana: Fakulteta za šport, Inštitut za šport.			10		
	3. ITF (2002). Razvoj mladih tenisača. ITF Ltd, Bank Lane, Roehampton, London, England.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	Friščić, V. (2004). Tenis bez tajni. Zagreb: Biblioteka TENIS.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D. (T)	1.6. Year of the study programme	4
1.2. Name of the course	INTRODUCTION TO SPSS (IBM SPSS, PASW STATISTICS) DATA ANALYSIS SYSTEM	1.7. Credits (ECTS)	2
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To empower the students to independently use the SPSS software (PASW statistics) for data analysis. Students will be able to independently create, transform and maintain data; apply the chosen data analysis procedures and adequately interpret the results.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Introduction to SPSS software (PASW statistics). Adjusting the software parameters. SPSS data preparation and input: defining the variables. Creating and maintaining data bases. Data base manipulation. Treating missing data. Linear and non-linear transformation of results. Data selection and extraction. Selecting the chosen multivariate procedures from standard SPSS menus. Performing more complex procedures by conjoining methods from standard SPSS menus. Macro programs databases. Learning and applying selected non-standardized procedures in the form of macro programs in matrix language.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Familiarizing students with SPSS software (PASW STATISTICS). - The ability to independently create, transform and maintain a data base. - The ability to select and apply the data analysis procedure of choice, to analyze the latent space of variables, to apply the correlation, regression and canonical approach to relations of variable sets, to determine the differences between the characteristic sets of kinesiological subjects, multidimensional scaling and taxonomical procedures, to determine quantitative and qualitative (structural) changes. - The ability to interpret the obtained results. - To independently use SPSS software (PASW STATISTICS) for the purpose of data analysis. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises/seminars 1 Software packages and languages for data analysis. (1L) 2 Development of SPSS (IBM SPSS, PASW STATISTICS) data analysis software. Basic interface and menus, documentation and literature. Macro programs in MATRIX language. (1L+1E) 3 Creating and maintaining a data base. Data transformation and condensation. Data selection and extraction via standard SPSS menus and via macro programs in MATRIX language. (2L+2E) 4 Descriptive analysis of variables via standard SPSS and via macro programs in MATRIX language. Analysis of metric properties of data via standard SPSS menus and via macro programs in MATRIX language. (2L+3E) 5 Extraction and analysis of latent space of variables via standard SPSS menus and via macro programs in MATRIX language. (2L+3E) 6 Analysis of relations of variable sets via standard SPSS menus and via macro programs in MATRIX language. (3L+3E) 7 Analysis of inter-group differences via standard SPSS menus and via macro programs in MATRIX language. (2L+3E) 8 Performing more complex data processing procedures by conjoining the procedures from the standard SPSS menus and selected non-standardized procedures in the form of macro programs in MATRIX language. (2L+2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report	0.5	(other)
	Essay		Seminar essay	0.25	(other)
	Tests		Oral exam	0.25	(other)
	Written exam	0.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Report 25% Seminar essay 12.5% Oral exam 12.5%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Feld, A. (2009). Discovering statistics with SPSS. London: Sage publications.				
	2. Huizingha, E. (2007) Applied statistics with SPSS. London: Sage publication.				

	3. Momirović, K., Prot, F., Dugić, D., Bosnar, K., Erjavec, N., Gredelj, M., Kern, J., Dobrić, V., Radaković, J. (1987). Metode, algoritmi i programi za analizu kvantitativnih i kvalitativnih promjena. Zagreb: Institut za kineziologiju.		PDF
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Momirović, K., Štalec, J., Prot, F., Bosnar, K., Viskiće-Štalec, N., Pavičić, L., Dobrić, V. (1984). Kompjuterski programi za klasifikaciju, selekciju, programiranje i kontrolu treninga. Zagreb: Fakultet za fizičku kulturu. 2. Momirović, K., Prot, F., Dugić, D., Bosnar, K., Erjavec, N., Gredelj, M., Kern, J., Dobrić, V., Radaković, J. (1987). Metode, algoritmi i programi za analizu kvantitativnih i kvalitativnih promjena. Zagreb: Institut za kineziologiju. 3. Momirović, K., Štalec, J., Prot, F., Bosnar, K., Viskiće-Štalec, N., Pavičić, L., Dobrić, V. (1984). Kompjuterski programi za klasifikaciju, selekciju, programiranje i kontrolu treninga. Zagreb: Fakultet za fizičku kulturu. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey		

Vth YEAR OF THE STUDY

9th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS credits
MANDATORY COURSES						
Kinesiological Sociology	Prof. Benjamin Perasović, Ph.D.	45	30			5
Methodology of Kinesiological Research	Prof. Franjo Prot, Ph.D. (T) Assist.Prof. Goran Sporiš, Ph.D.	30	30			5
MANDATORY MODULE - KINESIOLOGY IN EDUCATION						
Kinesiological Teaching methods in High School	Prof. Boris Neljak , Ph.D.	30	15	30		8
ELECTIVE MODULE - SPORTS						
Training Methodology in Track and Field 2	Assist.Prof. Ljubomir Antekolović, Ph.D.	15	15	30		7
Training Methodology in Wrestling 2	Čedomir Cvetković, M.Sc. Senior Lecturer	15	15	30		7
Training Methodology in Sailing 2	Prof. Goran Oreb, Ph.D.	15	15	30		7
Training Methodology in Judo 2	Prof. Hrvoje Sertić, Ph.D.	15	15	30		7
Training Methodology in Basketball 2	Prof. Bojan Matković, Ph.D., Assoc. Prof. Damir Knjaz, Ph.D.	15	15	30		7
Training Methodology in Football 2	Assist.Prof. Valentin Barišić, Ph.D.	15	15	30		7
Training Methodology in Volleyball 2	Prof. Nenad Marelić, Ph.D.	15	15	30		7
Training Methodology in Swimming 2	Prof. Goran Leko, Ph.D.	15	15	30		7
Training Methodology in Rhythmic Gymnastics 2	Prof. Gordana Furjan-Mandić, Ph.D.	15	15	30		7
Training Methodology in Handball 2	Prof. Dinko Vuleta, Ph.D. (T)	15	15	30		7
Training Methodology in Skiing 2	Prof. Bojan Matković, Ph.D.	15	15	30		7
Training Methodology in Artistic Gymnastics 2	Prof. Kamenka Živčić Markovć, Ph.D. Assist.Prof. Željko Hraski, Ph.D.	15	15	30		7
Training Methodology in Tennis 2	Prof. Boris Neljak , Ph.D.	15	15	30		7
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS						
Training Methodology 2 – Basic Kinesiological Transformations	Assist.Prof. Maja Horvatin Fučkar, Ph.D.	15	15	30		7
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES						
Training Methodology in Physical Conditioning 2	Prof. Igor Jukić, Ph.D.	15	15	30		7
ELECTIVE MODULE - FITNESS						
Fitness Training Methodology 2	Assoc.Prof. Goran Marković, Ph.D.	30		30		7
ELECTIVE MODULE - KINESIOLOGICAL RECREATION						

Kinesiological Recreation in Leisure Time 2	Prof. Mirna Andrijašević, Ph.D.	15				2.5
Management of Sport in Tourism	Prof. Mato Bartoluci, Ph.D. (T)	30	15			4.5
ELECTIVE MODULE - KINESITHERAPY						
Adapted Physical activity	Assist.Prof. Dubravka Ciliga, Ph.D.	15	15			4
Physical Medicine and Rehabilitation – Selected Topics	Frane Grubišić, M.D., Ph.D., Part-time Assoc.	15		15		3
ELECTIVE MODULE – SPORT MANAGEMENT						
Communication in Sport Management	Darija Omrčen, Ph.D.	25		35		7
ELECTIVE COURSES						
Elementary Games	Assist.Prof. Maja Horvatin Fučkar, Ph.D.	18		12		2
Physical Activity Epidemiology	Prof. Stjepan Heimer, Ph.D., (T)	30				2
Evaluation of Kinesiological Treatments	Prof. Franjo Prot, Ph.D. (T)	15		15		2
Philosophy of Sport	Prof. Jure Zovko, Ph.D.	20	10			2
Geronthokinesiology	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D	15	15			2
Cardiopulmonary Resuscitation for Kinesiologists	Zdravko Babić, M.D., Ph.D., Part-time Assoc.	15		15		2
Motivation in Sport	Assist.Prof. Renata Barić, Ph.D.	20	2	8		2
Notational Analysis	Assist.Prof. Goran Sporiš, Ph.D.	20	10			2
Business Communication and Media Appearance for Kinesiology Students	Assist.Prof. Elenmari Pletikos Olof, Ph.D.	15	15			2
Nutrition of Athletes	Prof. Marjeta Mišigoj-Duraković, Ph.D. (T)	15	15			2
Sports Injury Prevention	Assist.Prof. Saša Janković, Ph.D.	15	15			2
Beach Handball	Prof. Dinko Vuleta, Ph.D. (T)	18		12		2
Sport for Persons with Disabilities	Assist.Prof. Dubravka Ciliga, Ph.D.	15	15			2
Women in Sport	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	15	15			2
	TOTAL	180	150	90		31

Remark:

In the 9th semester the students enrol on 3 out of 14 offered elective courses from the list.

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Benjamin Perasović, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	KINESIOLOGICAL SOCIOLOGY	1.7. Credits (ECTS)	5
1.3. Associate teachers	Sunčica Bartoluci, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(45L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	180
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The acquisition of knowledge about society, sports as a social phenomenon, and of the relationship between sociology and kinesiology. Comprehension of society, social processes and institutions from diverse paradigmatic aspects with the simultaneous development of personal critical reasoning and the ability to differentiate scientific discourse from the other discourses of everyday life.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<i>Kinesiological sociology</i> enables the students to acquire knowledge about sports as one of the basic social institutions. It encourages the development of critical reasoning about sports as well as about society in its entirety. Also, through the analyses of what is “behind” and “outside” results, performance, statistics and the world of one sport branch, the students will get an insight into a deeper meaning of sport as a segment of the society and culture in which we all live. Comprehension of social relations and processes that have influence on physical education, sports and physical recreation, and of their overall influence on an individual, and vice versa, is a key outcome of the course.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be empowered to define and analyse:</p> <p>sport as a social and scientific phenomenon; social role of sports, physical education and physical recreation in the Croatian and wider environment context; theoretical contributions to investigations on sports as a social phenomenon; the role of sport, physical education and health-promoting activities in the process of socialization and the role of the primary (family) and secondary (school, peer group, sports club, religion, the media) social institutions in the process of socialization in sports and physical exercise; social stratification (economical, gender, physical) as the crucial definition of sports; deviations and issues related to contemporary sport (violence, disorderly conduct of supporters, doping); sport as a means of political elites; sport, lifestyle and subcultural identity; sport in the world of media.</p> <p>The students, future teachers and coaches, will acquire knowledge required for their successful work in school, school and club sport, and in work with the persons with disabilities.</p>		

2.5. Course content broken down in detail by weekly class schedule (syllabus)

Lectures (2 contact hours are allocated to each topic):

1. Sociology as a universal science about society.
2. Sport as a social and scientific phenomenon.
3. Theoretical perspectives in sociology of sport (functionalist theory, conflict theory, interactionist theory).
4. Sociology of sport in Croatia and worldwide.
5. Research methods in sport.
6. Social development of sport – from play to contemporary sport.
7. Socialization and sport: family as the socialization agent.
8. The educational system as the socialization agent.
9. Education and sport.
10. Religion (world religions, new religious movements, sects).
11. Religion and sport.
12. Social stratification and sport.
13. Economical stratification – sport as a *big-business*.
14. Gender stratification and sport. Feminism.
15. Deviations in sport.
16. Violence in sport.
17. Politics and sport.
18. National identity and sport.
19. Sociological theories on the behaviour of fans/supporters.
20. Sociology and football hooliganism.
21. Sport and the media.
22. Future of sport. Globalization and sport.

Seminars (2 contact hours are allocated to each topic):

1. Social development of sport – from play to contemporary sport. Human being as *homo ludens*.
2. Socialization and sport: family as the socialization agent (case studies)
3. The educational system as the socialization agent, education and sport. (case studies)
4. Religion (world religions, new religious movements, churches, sects, denominations, cults).
5. Religion and sport.
6. Social stratification and sport: economical stratification – sport as a *big-business*.
7. Globalization and sport. “Logos” in sport and on sports stars. Mcdonaldization of sport and society.
8. Gender stratification and sport. Feminist movements, issues of “evenness/sameness/conformity” and “equality/non-discrimination”.
9. Deviations and their manifestation in sport. Violence as a characteristic of contemporary sport. Doping and sport.
10. Politics and sport. Ideologies and sport.
11. Nationalism. National identity and sport.
12. Sociological theories on the behaviour of fans/supporters.
13. Sociology and football hooliganism.
14. Sport, lifestyles and subcultural identity. Extreme sports. .
15. Sport and the media.

2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities	Regular attendance to classes and seminars is mandatory (minimum 70 %). The students categorized as the elite athletes are exempt from this regulation pursuant to the Faculty of Kinesiology Council decision. That exemption does not include any other course obligation. The requirements for the signature attainment: regular class attendance and work in compliance with seminar obligations, presented to the students at the beginning of the semester.				
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1.5	(other)
	Tests	3	Oral exam		(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Tests / quizzes 60% Seminar essay 30%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Žugić, Z. (1996). Uvod u sociologiju sporta: sport kao znanstveni i društveni fenomen. Zagreb: Fakultet za fizičku kulturu.			30	
	2. Žugić, Z. (2000). Sociologija sporta. Zagreb: Fakultet za fizičku kulturu.			30	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Coakley, J. J.(2009). Sports in society: issues and controversies.International edition: McGraw-Hill. 2. Coakley, J. & Dunning, E. (Ed.) (2004). Handbook of sports studies.London, Thousand Oaks, New Delhi: SAGE Publications. 3. Giddens, A. (2007). Sociologija. Zagreb: Nakladni zavod Globus. 4. Giulianotti, R. (2008). Sport. Krićka sociologija. Beograd: Clio. 5. Vrcan, S. (2003). Nogomet,politika,nasilje. Zagreb: Jesenski i Turk.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D. (T) Assist.Prof. Goran Sporiš, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	METHODOLOGY OF KINESIOLOGICAL RESEARCH	1.7. Credits (ECTS)	5
1.3. Associate teachers	<u>Part-time Associates</u> Prof. Bojan Leskošek, Ph.D. Assist.Prof. Boštjan Šimunič, Ph.D. Tihana Ujević, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	150
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The acquisition of fundamental research methods used in kinesiology, which enable the follow-up of research stages: the research issue selection and approach, review of previous research on the issue, research goal setting, hypotheses formation, information collection (data: subject samples selection and the determination of manifest variables suitable to the chosen research theme), data analysis (analyses of the latent contents of the manifest variables, correlation, regression and canonical approach to the associations of the groups of variables, the determination of differences among the kinesiology typical groups of subjects, multidimensional scaling and taxonomic approach, the determination of quantitative and qualitative /structural changes), results interpretation. Report writing, presentation and publication of the research results (on paper, oral, multimedia). Approaches and criteria for the choice of area, adequate topic, and suitable methodology of the final (graduation/graduated specialist) paper. The elaboration and realization of the graduation paper project submission and registration.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The level of the gained theoretical and practical knowledge of scientific research and professional work methodology will allow the students to approach responsibly to the selection of area, adequate topic, and adequate methodology for simpler research design in kinesiology. Based on the insights into basic results of the research on the influence of physical activity on the human psychosomatic system, the students will be able to recognize diverse options in the process of defining relevant parameters of the general model of kinesiological transformational process with the eventual (possible) changes of anthropological attributes, motor knowledge/skills, and health status/condition, as well as with the following educational and other effects of kinesiological transformations.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Knowledge of recent research results and adequate research methodology, which empower the students with the ability to understand the results of scientific research and professional work in kinesiology. - Knowledge of scientific-information sources browsing and search methodology: publications from the area of kinesiology and cognate and adjacent scientific disciplines. 		

	<ul style="list-style-type: none"> - Designing smaller theoretical or empirical investigations of kinesiological transformations with the focus on the possible changes of anthropological characteristics, motor knowledge/skills, and health status as well as on the educational and other kinesiological transformational effects. - Research methods in kinesiology: research issue choice and approach, review of previous research on the issue, research goal setting, hypotheses formulation, information collection (data: subjects samples selection and the determination of manifest variables suitable to the chosen research theme), data analysis (analyses of the latent content of the manifest variables, correlation, regression and canonical approach to the associations of the groups of variables, the determination of differences among the kinesiology typical groups of subjects, multidimensional scaling and taxonomic approach, the determination of quantitative and qualitative /structural changes), results interpretation. - Report writing, presentation and publication of the research results (on paper, oral, multimedia). - The students will be competent to approach responsibly to the selection of area, adequate topic, and adequate methodology of their final (graduation/graduated specialist) paper. The elaboration and realization of the graduation paper project submission. .
<p>2.5.Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Methodological fundamentals of research in kinesiology. Methodological principles and purposefulness of research. (L2) 2. Scientific foundation of the process of exercise; diagnostic and prognostic operations. Autonomy, interdisciplinarity and the subject of research in kinesiology. (L2) 3. Training, education, qualification and organizational forms of scientific research and professional work in the branches of kinesiology. (L1) 4. Types of research: fundamental, applicative and developmental. Theoretical and empirical research in kinesiology. (L1) 5. Topics of scientific research and their position in relation to the structure of kinesiology as well as to the relation of kinesiology to other scientific fields and disciplines. (L2) 6. Periodical publications in the field of kinesiology and other cognate and adjacent scientific disciplines. (L2) 7. Research methods in kinesiology: Research structure and stages. Issue formulation, previous research survey. Research objectives.(L1) 8. Research methods in kinesiology: Methods for hypotheses generation. (L1) 9. Research methods in kinesiology: Methods for information (data) collection. (L2) 10. Research methods in kinesiology: Methods for data analysis (processing). (L2) 11. Research methods in kinesiology: Results interpretation. (L2) 12. Report writing, presentation and publication of the research results (on paper, oral, multimedia). (L2) 13. Scientific and professional paper composing. Individual and team work, authorship and patents. (L2) 14. The procedure and criteria for the requests submission for the endorsement of the topic of the graduation thesis. (L2) 15. Criteria for the selection of subject samples and the determination of manifest variables adequate to the chosen paper topic. (L2) 16. Research model with the analysis of the latent contents of manifest variables in kinesiology and cognate and adjacent scientific disciplines. (L2) 17. Research model for the correlation, regression and canonical approach to the associations among groups of variables. (L2) 18. Research model for the determination of differences between typical groups of kinesiological subjects. (L2)

	<p>19. Research model for multidimensional scaling and taxonomic approach to kinesiological phenomena. (L2)</p> <p>20. Research model for the determination of quantitative and qualitative (structural) changes. (L2)</p> <p>21. Elaboration and production of the graduation paper project and its submission. (L2)</p> <p>Seminars (2 contact hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Formation of groups, work organization and the basic seminar attendance record keeping base establishment. 2. Analysis of personal academic achievements during study (personal index data, reference data of the generation/study year); personal rationale for the enrolment on the study of kinesiology, expectations and realization at the Faculty of Kinesiology (essay – a free form of written expression, teaching aid materials (Quick Study – Essays & Term Papers). 3. Overview of periodical publications (scientific and professional papers) from the field of kinesiology and cognate and adjacent scientific disciplines. The selection of contributions indicating students' area of interests as regards the structure of kinesiology and research subject. Fundamental and applied research studies in kinesiology-related publications. 4. Manifest variables and indicators relevant to the description of kinesiological phenomena in kinesiology and adjacent scientific areas. – 4.1. BASIC ANTHROPOLOGICAL ATTRIBUTES – 4.1.1. Morphological characteristics. Scientific and professional meetings. Presentation skills (teaching aid materials – Quick Study). 5. Manifest variables and indicators relevant to the description of kinesiological phenomena in kinesiology and adjacent scientific areas. – 5.1. Basic anthropological attributes. – 5.1.1. Motor abilities. – 5.1.2. Functional abilities. Preparation of the accompanying teaching aid material (posters and/or multimedia). 6. Manifest variables and indicators relevant to the description of kinesiological phenomena in kinesiology and adjacent scientific areas. – 6.1. Basic anthropological attributes. – 6.1.1. Cognitive abilities, conative features (personality traits), socio-economical status, micros-social status, attitudes, values and interests and motivation. The representativeness of the samples of subjects and variables and feasibility to generalize the obtained results. 7. Manifest variables and indicators relevant to the description of kinesiological phenomena in kinesiology and adjacent scientific areas. – 7.1. Criterion attributes of participants in kinesiological activities. – 7.1.1 Manifest specific situational dimensions of kinesiological activities. – 7.1.2. Manifest situational dimensions of activity registration. Measurability of kinesiological phenomena. 8. Integrity, reliability and metric characteristics of data. Manifest variables and indicators relevant to the description of kinesiological phenomena. . 9. Bivariate approach to the analysis of associations between variables and indicators in kinesiological investigations. 10. Latent contents of the manifest variables in kinesiology and cognate scientific disciplines. 11. Multivariate upgrade of the analysis of associations among variables (general canonical correlation approach and its special cases) in kinesiological research. 12. Taxonomy approach (methods of taxonomy/cluster analysis of multidimensional scaling) to kinesiological issues. 13. The determination of typical groups of differences among typical groups of subjects formed according to the kinesiology relevant criteria. 14. Methods for the determination of kinesiological treatments' effects. 15. Topic choice, formal requirements and methodology of the graduation paper theme submission. 		
<p>2.6.Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor	<p>2.7.Comments:</p>

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	1.0	Practical training	
	Experimental work		Report	0.5	(other)	
	Essay		Seminar essay	1.0	(other)	
	Tests		Oral exam	1.0	(other)	
	Written exam	1.0	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Written exam 20% Research 20% Report 10% Seminar essay 20% Oral exam 20%					
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media		
	1. Hoffman, J. S., and C. J. Harris (2000). Introduction to kinesiology. Champaign, IL: Human Kinetics Publishers, Inc.					
	2. Silobrčić, V. (1998). Kako sastaviti, objaviti i ocijeniti znanstveno djelo. Zagreb: Medicinska naklada					
	3. Vujević, M. (2000). Uvod u znanstveni rad. Zagreb: Školska knjiga.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Halmi, A. (1999). Temelji kvantitativne analize u društvenim znanostima. Zagreb: Alinea. 2. Prot, F. (1996). Metode, modeli i algoritmi za analizu kvalitativnih promjena pod utjecajem kinezioloških transformacijskih operatora. (Disertacija), Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Sparks, A. C. (Ed.) (1992). Research in physical education and sport - Exploring alternative visions. The Elmer Press, London, Washington D.C. 4. Supek, R. (1981). Ispitivanje javnog mnijenja. Zagreb: SNL. 5. Mraković, M. (1994). Uvod u sistematsku kineziologiju. Zagreb: Fakultet za fizičku kulturu.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Mandatory module KINESIOLOGY IN EDUCATION

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	KINESIOLOGICAL TEACHING METHODS IN HIGH SCHOOL	1.7. Credits (ECTS)	8
1.3. Associate teachers	Zlatko Šafarić, M.Sc. Dario Novak, Ph.D. Vilko Petrić, Ph.D. Assoc.Prof. Ivan Prskalo, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	75(30L+30E+15)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	100
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1.
2. COURSE DESCRIPTION			
2.1. Course objectives	To train the students so that they will be able to implement all forms of educational work in physical education classes at the high school level. To train the students so that they will be able to devise a specific and detailed teaching plan for the physical education classes at the high school level. To train the students so that they will be able to be excellent physical education teachers at the high school level.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be able to apply the knowledge during classes, during after-school activities as well as during out-of-school activities. The students will be familiar with the physical education curricula of the Ministry of Science, Education and Sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: <ul style="list-style-type: none"> - be familiar with the anthropological traits of adolescents, - be familiar with the structure of the high-school system, - be able to devise the specific and detailed work plan for physical education on the high school level, - be able to teach a physical education class on the high school level, - apply the specifics of physical education at the high school level, - be familiar with the role of a class master, - understand the professional traits of a physical education teacher, - explain the teaching principles, - be familiar with the history of physical education in Croatia. 		

<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>LECTURES (each lecture takes 2 hours to complete)</p> <ol style="list-style-type: none"> 1. ANTHROPOLOGICAL CHARACTERISTICS OF YOUTH. Adolescence. 2. ORGANIZATION OF THE ELEMENTARY- AND HIGH-SCHOOL SYSTEMS. High-school system. 3. PRESCRIBED CURRICULA IN THE FIELD OF PHYSICAL EDUCATION. Prescribed physical education curricula at the high school level. 4. PLANNING THE TEACHING PROCESS. Approaches to the specific planning at the level of high school. 5. PLANNING THE TEACHING PROCESS AT A HIGH-SCHOOL LEVEL. Specificities of specific planning at the high school level. 6. PLANNING THE TEACHING PROCESS AT A HIGH-SCHOOL LEVEL. Initial phase - specifics at a high school level. 7. PLANNING THE TEACHING PROCESS AT A HIGH-SCHOOL LEVEL. Final phase - specifics at a high school level. A model of the detailed plan of the physical education class. 8. PLANNING THE TEACHING PROCESS. A model of the detailed plan of a physical education class (co-educational classes). A model of the detailed plan of a physical education class (single-sex classes). 9. PREPARING FOR TEACHING. Specifics of classes on a high school level. 10. DOCUMENTATION. Personal documentation. School-based documentation. 11. INSTITUTIONS AND LEGISLATURE RELATED TO THE AREA OF PHYSICAL EDUCATION. Institutions: Legislature. 12. CLASS MASTERING. Pedagogical function: administrative function. 13. CONFLICTS DURING PHYSICAL EDUCATION CLASS. Violence during physical education classes - dealing with the problem. 14. PROFESSIONAL TRAITS OF A PHYSICAL EDUCATION TEACHER. Expertise, motivation, ethics, communication skills. 15. THE HISTORY OF PHYSICAL EDUCATION IN CROATIA. Physical education through different phases. <p>EXERCISES (take part in high schools) Implementation of exemplary and public physical education classes in high schools (each student teaches one pilot class and two classes that are graded). These exercises are attended by no more than 10 students.</p> <p>INTERNSHIP (duration 2x14 days)</p> <p>SEMINARS (each subject takes 2 hours to complete):</p> <ol style="list-style-type: none"> 1. Devising a written preparation for a physical education class. 2. Filling out the coursework diary. 3. Filling out the coursework diary of after-school activities. 4. Filling out the evidence sheet. 5. Devising the detailed teaching plan (preparatory phase). 6. Devising the detailed teaching plan (final phase). 7. Devising the specific teaching plan on a high school level. 8. Devising the specific teaching plan on a high school level. 		
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures</p>	<p><input checked="" type="checkbox"/> independent assignments</p>	<p>2.7. Comments:</p>

	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	Students spend two hours teaching at the high school level (individual lecturing); they are graded by the mentor from a particular high school.	
2.8. Student responsibilities	Attending classes on a regular basis and actively taking part in all forms of classes.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests	1	Oral exam	3 (other)
	Written exam	2	Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 12% Tests – 12% Written exam – 25% Seminar essay – 12% Oral exam – 39%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Neljak, B. (2011.). Kineziološka metodika u osnovnom i srednjem školstvu. Skripta za studente VIII. i IX. semestra. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet, str. 427.		20	
	2. Markuš, D., Neljak, B., i Trstenjak, B. (2009). Računalni program „Kineziološka kultura – Srednja škola“. DVD, verzija 1.0.09, , Čakovec: Pulsar d.o.o.		10	
	3. Plan i program tjelesne i zdravstvene kulture za gimnazije, tehničke škole i srednje stručne škole (1992). Zagreb: Ministarstvo prosvjete, kulture i športa.		5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Neljak, B., Novak, D., Bajan, D. (2007). Zadovoljstvo učenika srednjih škola nastavom tjelesne i zdravstvene kulture. Zbornik: Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta i sportske rekreacije i kineziterapije, Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske, Kineziološki fakultet Sveučilišta u Zagrebu, Poreč: Hrvatski kineziološki savez, 327-334. 2. Findak, V., Neljak, B. (2007). Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije. Glavni referat. Zbornik radova 16. ljetne škole kineziologa Republike Hrvatske. Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije. Findak, V. (ur.). Zagreb: Hrvatski kineziološki savez, 14-25. 3. Findak, V., Mraković, M., Metikoš, D., Neljak, B., Prot, F. (2001). Vrijednost sadržaja nastave tjelesne i zdravstvene kulture učenika srednjih škola. Napredak – časopis za pedagoški teoriju i praksu, Zagreb, Vol. 142, (1): 89-101. 4. Mraković M., Findak, V., Metikoš, D., Neljak, B. (1996). Razvojne karakteristike motoričkih i funkcionalnih sposobnosti učenika osnovnih i srednjih škola, Kineziologija, Zagreb, Vol. 28, (2): 57-65 5. Neljak, B. (1990). Utjecaj sugeriranog kineziološkog tretmana tijekom ljetnih praznika na neke morfološke, motoričke i funkcionalne dimenzije učenika, magistarski rad, Zagreb: Fakultet za fizičku kulturu.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

* Mentors who supervise practical training in secondary (high) schools:

High (secondary) school physical education teachers:

1. **Tomislav Kramarić, prof.**, XIII. Gimnazija, *Al. Večeslava Holjevca 17*
2. **Ivana Pečinić, prof.**, Graditeljska tehnička škola, *Al. Večeslava Holjevca 17*
3. **Goran Orešković, prof.**, Gimnazija Lucijana Vranjanina, *Trg hrvatskih pavlina 1.*
4. **Ana Matković, prof.**, Škola za primanje, *Vinogradska 29*
5. **Nikolina Anić, prof.**, Gimnazija Lucijana Vranjanina, *Trg hrvatskih pavlina 1.*
6. **Meri Matušan, prof.**, I. Gimnazija, *Av. Dubrovnik 36*
7. **Mira Osmokrović, prof.**, IV. Gimnazija, *Av. Dubrovnik 36*
8. **Zlatko Jović, prof.**, Željeznička tehnička škola, *Palmotićeve 84*
9. **Ljiljana Neljak, prof.**, Škola za tekstil, kožu i dizajn, *Prolaz Baruna Filipovića 126.*
10. **Mato Banovac, prof.**, III. Gimnazija, *Kušlanova 52*
11. **Nataša Jerković, prof.**, III. Gimnazija, *Kušlanova 52*
12. **Antonio Perić, prof.**, III. Gimnazija, *Kušlanova 52*
13. **Damir Kršić, prof.**, I. Gimnazija, *Av. Dubrovnik 36*
14. **Željko Vereš, prof.**, IV. Gimnazija, *Av. Dubrovnik 36*
15. **Martina Rastovski, prof.**, XIII. Gimnazija, *Al. Večeslava Holjevca 17*
16. **Nenad Pavlinić, prof.**, Industrijska strojarska škola, *Marina Držića 14*
17. **Darko Jurišić, prof.**, Industrijska strojarska škola, *Marina Držića 14*
18. **Martina Jeričević, prof.**, Prirodoslovna škola V. Prelog, *Avenija Vukovar 269.*

ELECTIVE MODULE - SPORTS

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Ljubomir Antekolović, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN TRACK-AND-FIELD 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Prof. Vesna Babić, Ph.D. Prof. Dragan Milanović, Ph.D. (T) Assist.Prof. Dražen Harasin, Ph.D. Assist. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Attain practical skills and theoretical knowledge on training methods and drills/exercises/contents for different cardio-respiratory and motor abilities and its application in sports preparation.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain necessary practical skills and theoretical knowledge on development of different cardio-respiratory and motor abilities, and training methods and contents for top-level track and field athletes' efficient recovery. Attained knowledge will allow them to use appropriate training and teaching methodology in all around track and field events. After finishing this course, students will be enable for technique and teaching all around events technique exercise demonstration, and independently use the results of scientific research and empirical data on training and teaching methodology in track and field. Attained theoretical knowledge and practical skills on classification and use of appropriate training drills an all-around track and field events according to athlete's age, track and field event, training programme goal and duration (long-term, midterm, short-term, in-season, pre-season, off-season).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will attain: - theoretical knowledge and practical skills on teaching and training methodology in track and field all around events; - specific training methodology for cardio-respiratory fitness and motor abilities development; - theoretical knowledge and practical skills on recovery methods in track and field sports preparation; - collective knowledge on scientific and empirical data on the effects of training and teaching methods in track and field.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Aim and tasks of track and field top-level athletes preparation (1L) 2. Principles, specificity and training methodology of adult and top-level track and field athletes (1L) 3. Specific training methodology for cardio-respiratory fitness development of track and field athletes (2,5L)		

	<p>4. Specific training methodology for motor abilities development of track and field athletes (2,5L) 5. Specificity and training methodology in track and field all around events training (4L) 6. Psychological preparation of track and field athletes (2L) 7. Scientific research data on the effect of teaching and training methods in track and field (2L)</p> <p>Seminars</p> <p>1. Different sports preparation systems in track and field (1S) 2. Basic, specific and situational training methodology and drills/contents in track and field all around events (4S) 3. Altitude training – organization and physiological and training methodology principles of high altitude training (2S) 4. Application of other sports' drills/contents in track and field training (2S) 5. Recovery methods in track and field sports preparation (2S) 6. Scientific research data on the effect of teaching and training methods in track and field (2S) 7. Track and field for people with special needs (2S)</p> <p>Exercises</p> <p>1. Training methodology and drills/contents for speed improvement (4E) 2. Training methodology and drills/contents for strength improvement (2E) 3. Training methodology and drills/contents for coordination improvement (2E) 4. Training methodology and drills/contents for repetitive strength improvement (2E) 5. Training methodology and drills/contents for explosive power improvement (2E) 6. Training methodology and drills/contents for explosive throwing power improvement (2E) 7. Training methodology and drills/contents for explosive jumping power improvement (2E) 8. Training methodology and drills/contents for aerobic endurance improvement (2E) 9. Training methodology and drills/contents for anaerobic endurance improvement (2E) 10. Training methodology and drills/contents for speed endurance improvement (2E) 11. Training methodology and drills/contents for flexibility improvement (2E) 12. Basic, specific and situational training methodology and drills/contents in track and field all around events (6E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance, tests taking and doing independent assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	2	(other)	
	Written exam	2	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 28,5% Written exam – 28,5% Oral exam – 28,5% Practical training – 24,5%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Milanović, D., Hofman, E., Puhanić, V. i Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	2. Antekolović, Lj. i Baković, M. (2008). Skok u dalj. Zagreb: Miš.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	3. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	1. Harasin, D. (2003.) Metodički postupci poticanja hipertrofije u kondicijskom treningu sportaša. u: Milanović, D.; Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, 21. – 22. 02. 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 204-209.		
	2. Milanović, D. i Harasin, D. (2003.) Kondicijski trening atletičara bacača. u: Milanović, D.; Jukić, I. (ur.) Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, 21. – 22. 02. 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 321-328.		
	3. Antekolović, Lj., Žufar, G., Hofman, E. (2003). Metodika razvoja eksplozivne snage tipa skočnosti. u: Zbornik radova Međunarodnog znanstvenog skupa „Kondicijska priprema sportaša“, 12. zagrebački sajam sporta i nautike, Zagrebački velesajam, Zagreb 21. i 22. veljače 2003., 219-223.		
	4. Antekolović, Lj., Baković, M., Ostojić, I., Mudronja, L. (2008). Vježbe snage s teretom za skakače u dalj. u: Zbornik radova 6. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2008“, Zagrebački velesajam i Kineziološki fakultet Sveučilišta u Zagrebu 22. i 23. veljače 2008., 202-207.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION

1.1. Course teacher	Čedomir Cvetković, M.Sc. Senior Lecturer	1.6. Year of the study programme	6
1.2. Name of the course	TRAINING METHODOLOGY IN WRESTLING 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Prof. Mario Baić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Educating highly qualified professionals who possess special knowledge on technical and tactical training methodology in wrestling (classical, freestyle and grappling).		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Wrestling.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Attaining special skills and knowledge on defining the relevance of technical and tactical training in: <ul style="list-style-type: none"> - wrestling in PE – curricular and extracurricular contents, - competitive wrestling sports, - Training special populations (other sports in which wrestling techniques can be utilized, army and police forces). 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students acquire knowledge on: <ul style="list-style-type: none"> - Transfer of general teaching and learning theories within technical and tactical training in wrestling. - wrestling technique hierarchical structure - teaching order of technical elements - age categories and specific demands in training elementary technique - specificity of different teaching technique methods (analytically, synthetically, situational and combined) - technical and tactical preparation: description and demonstration of technical and tactical tasks; detection and correction of motor errors; choice of exercises and technical error correction methodology - tactical concept of the wrestling bout, its plan and situational models according to the opposing wrestler; - Scouting in wrestling: the use of video technology in wrestling competitions registration and analysis. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars and exercises (each topic is covered by 1L+1S+2E) <ol style="list-style-type: none"> 1. Transfer of general teaching and learning theories within technical and tactical training in wrestling. Determination of the specific ratio of energetic/physical and informational/mental load in technical and tactical training. 2. Teaching and training methodology of elementary technique. 3. Wrestling technique hierarchical structure 4. Teaching order of technical elements. 5. Age categories and specific demands in training elementary technique. 6. Teaching methodology demands in technical training (coordination complexity, dynamics, situational applicability and individual style) 		

	<p>7. Learning simple and complex technical elements</p> <p>8. Specificity of different teaching technique methods (analytically, synthetically, situational and combined)</p> <p>9. Technical and tactical preparation: description and demonstration of technical and tactical tasks; detection and correction of motor errors; choice of exercises and technical error correction methodology (pet-moves)</p> <p>10. Individual tactics hierarchical structure. Individual tactical elements teaching/learning order.</p> <p>11. Age categories and specific demands in training elementary technique. Teaching methodology demands: technical validity, dynamic control and situational reaction.</p> <p>12. Specificity of teaching methods during acquainting, enhancing, stabilization and automatism phases of learning elementary technique.</p> <p>13. Tactical concept of the wrestling bout, its plan and situational models according to the opposing wrestler. Guiding wrestlers through the wrestling bout.</p> <p>14. Scouting in wrestling: the use of video technology in wrestling competitions registration and analysis.</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures (other)		2.7. Comments:	
2.8. Student responsibilities	<p>30 hours of extra practical work within Faculty of Kinesiology classes and wrestling clubs.</p> <p>Students are required to write seminar essays related to teaching and training methodology of wrestling technique and tactics.</p>					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		Extracurricular projects (other)	1
	Essay		Seminar essay	0,5	(other)	
	Tests	1,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 14%</p> <p>Tests 22%</p> <p>Seminar essay 7%</p> <p>Written exam 14%</p> <p>Extracurricular projects 14%</p> <p>Practical training 29%</p>					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.	40	
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.	15	
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.	15	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Baić, M., Cvetković, Č., Kostanjević, K. (2009). Primjena paralelno-izmjeničnog oblika rada u treningu hrvča. U: Neljak, B. (ur.), Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč: „Metodički i organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 256-261.</p> <p>2. Cvetković, Č., Baić, M., Slačanac, K. (2009). Primjena izmjenično-odjelnog oblika rada u treningu hrvča. U: Neljak, B. (ur.), Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč: „Metodički i organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije, Zagreb: Hrvatski kineziološki savez, 274-279.</p> <p>3. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN SAILING 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Part-time Associates: Nikola Prlenda, M.Sc. Damir Barac, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1.
2. COURSE DESCRIPTION			
2.1. Course objectives	Provide students with basic practical skills and theoretical knowledge on teaching and training methodology in sailing for athletes of all competition levels, sailing classes and adult athletes.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Water sports/Sailing.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain knowledge on adequate teaching, learning and training methods, and also didactic principles that will allow them to efficiently execute training process. By acquiring knowledge on sailing technique according to sailing classes and regatta types, students will be able to evaluate efficiency of training and training aids.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will attain knowledge on:</p> <ul style="list-style-type: none"> • technical and tactical demands of sailing in adult sailors groups; • characteristics, training methodology for improving and maintaining specific physical abilities and learning technical and tactical skills; • fundamentals of planning and programming training for different quality of sailors; • adequate methods for testing training effects and performance evaluation; • information necessary for quality work with selected groups of adult sailors. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <p>8. Tendency of sailing development, model characteristics of sailors according to classes (1L)</p> <p>9. Methods for orientation to sports and selection of sailors (after the age of 14) (2L)</p> <p>10. Teaching methodology for sailing techniques within phases of regatta: start, windward buoy, halfstern and stern buoy and finish (2L)</p> <p>11. Teaching methodology for sailing individual (single-seats) i group/team (multi-seats) tactics in phases of start: windward sailing area, halfstern and stern sailing area and finish (4P)</p> <p>12. Training methods for motor and cardio-respiratory abilities development (2L)</p> <p>13. Training methods for basic endurance development in sailing (aerobic) (2L)</p> <p>14. Training methods for specific endurance development (aerobic-anaerobic) (2L)</p>		

	<p>Seminars</p> <p>7. Training methodology and organizational forms for development of coordination in adult sailors (2S)</p> <p>8. Training methodology and organizational forms for development of strength (explosive, repetitive, isometric) in adult sailors (3S)</p> <p>9. Training methodology and organizational forms for development of balance in adult sailors (2S)</p> <p>10. Training methodology and organizational forms for development of agility in adult sailors (2S)</p> <p>11. Training methodology and organizational forms for development of endurance in adult sailors (3S)</p> <p>12. Training methodology and organizational forms for development of specific aerobic-anaerobic endurance in adult sailors (3S)</p> <p>Exercises</p> <p>14. Teaching technique exercises for single-seat sailing (2E)</p> <p>15. Teaching technique exercises for beating windward and tacking in single-seats (2E)</p> <p>16. Teaching technique exercises for bearing away and gybing in single-seats (2E)</p> <p>17. Teaching technique order in single-seat sail-boat for adult sailors (2E)</p> <p>18. Teaching technique exercises for elements of „Oreb's buoy-obstacle course“ in single-seats (2E)</p> <p>19. Teaching technique exercises for elements of „Olympic triangle“ in single-seats (4E)</p> <p>20. Teaching technique exercises for double-seat sailing (2E)</p> <p>21. Teaching technique exercises for beating windward and tacking in double-seats (2E)</p> <p>22. Teaching technique exercises for bearing away and gybing in double-seats (2E)</p> <p>23. Teaching technique exercises for „genaker“ sailing in double-seats (2E)</p> <p>24. Teaching technique order in double-seat sail-boat for adult sailors (2E)</p> <p>25. Teaching technique exercises for elements of „Oreb's buoy-obstacle course“ in double-seats (2E)</p> <p>26. Teaching technique exercises for elements of „Olympic triangle“ in double-seats (4E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending all formats of instruction.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	0	Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	1.5	(other)	
	Written exam	1,5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 29% Written exam 21% Seminar essay 14% Oral exam 22% Practical training 14%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Mladost, Zagreb	5	X
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Komisija za udžbenike i skripte Fakulteta za fizičku kulturu, Zagreb	5	X
	3. Miloš, D. (2001). Pod jedrima krstaša. Preluk, Opatija		
2.12. Optional literature (at the time of submission of study programme proposal)	5. Medved, R. and Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3). 234-237 6. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, FFK, Zagrebački velesajam, Zagrebački sportski savez, Zagreb 7. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375 8. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN JUDO 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30 E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Educating highly qualified professionals who possess special knowledge on training methodology and organizational principles and its application in judo training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Judo.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Attaining special skills and knowledge relevant for application of training methodology in judo training in: <ul style="list-style-type: none"> - young age groups, - military, police and security services, - recreational population, - top-level judoists. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Acquiring knowledge on principles in: <ul style="list-style-type: none"> - basic training methodology; - specific training methodology; - application of basic and specific teaching methodology for judo technique; - application of basic and specific teaching methodology for judo tactics. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures seminars and exercises (each topic is covered by 1L+1S+2E)</p> <ol style="list-style-type: none"> 1. Classification and election of training contents/exercises: physical conditioning drills, and technical and tactical drills in judo. 2. Load dosage in judoist training. 3. Specific teaching and training methods for different age groups. 4. Election of adequate organizational forms of training, sites, facilities and training aids. 5. Teaching and training methodology for elementary technique. Order of teaching technical elements in certain age categories. 6. Specificity of different teaching technique methodology (analytical, synthetical, situational and combined method). 7. Specific teaching and training methods for judo technique. Differences in teaching standing and mat techniques (holds, strangles and joint locks). 		

	8. Detecting errors in technique performance. Correcting errors by adequate teaching technique exercises and methods. 9. Tactical elements structure. 10. Order of teaching tactical elements in certain age categories. 11. Teaching methods for tactical actions in different phases of the judo bout: specificity of tactical actions within the bout with different types of opponents and in different situations 12. Election and training the tactics according to the judoist's characteristics (judo bout concept) 13. Election and training the tactics according to the opponent's characteristics (judo bout plan) 14. Tactical elements according to different parts of the mat (center of the mat, angle, danger zone). Tactics for connecting standing techniques and mat techniques. Teaching different tactical variants according to time parameters of the bout.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	30 hours of extra practical work hours within Faculty of Kinesiology classes and judo clubs. Students are required to write seminar essays related to kinesiological analysis of judo.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	3	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 14% Oral exam 43% Practical work 29%					
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library		Availability via other media	
	Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.		300			
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.		5			
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.		5			

<p>2.12. Optional literature (at the time of submission of study programme proposal)</p>	<ol style="list-style-type: none"> 1. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of the groups of throws used by men and woman in different weight categories during the European Junior Judo Championships. 5th International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September. 2. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija. u: Findak, V. (ur.) Zbornik radova 18. ljetne škole kineziologa Republike Hrvatske, Poreč, 23. – 27. 06. 2009. Zagreb: Hrvatski kineziološki savez, 464-468. 3. Sertić, H., Lindi, H., Baić, M. (2003). Specifičnosti metodskih postupaka za poučavanje judo tehnika. u: Findak, V. (ur.) Zbornik radova „Metode rada u području edukacije, sporta i sportske rekreacije“ 12. ljetne škole kineziologa Republike Hrvatske., Rovinj 17. – 21. 06. 2003., Zagreb: Hrvatski kineziološki savez, 171-174.
<p>2.13. Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Anonymous student survey.</p>

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN BASKETBALL 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assoc.Prof. Damir Knjaz, Ph.D. Assist. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15TPL+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining practical skills and theoretical knowledge on teaching different basketball technical and tactical elements, as well as on development of physical conditioning abilities of basketball players of different ages and quality levels.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Basketball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire basic knowledge on basketball methodology that allows them to efficiently conduct basketball technical and tactical training programmes and physical conditioning preparation. Acquired knowledge enables them to critically assess different training and teaching contents and methods according to basketball players' quality level and age.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - independently elect appropriate contents for teaching basketball technique and tactics, and physical conditioning preparedness improvement. - apply appropriate teaching methods for basketball technique and tactics, and basketball physical conditioning drills. - analyze and evaluate teaching technique exercises, learning and training methods, and also didactical principles in the process of acquisition of basketball technique, tactics and physical conditioning. - define adequate training contents for basketball players of different quality levels and ages. - define adequate training means for basketball players of different quality levels and ages. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures, theoretical-practical lectures and exercises</p> <p>1. Methodology of basketball tactics (7L) Teaching methods for defense and offense players' team tactics (screening and defense against screening) (2TPL+2E) Team tactics teaching methods in defense:</p> <ul style="list-style-type: none"> - man-to-man (2TPL+2E) - man-to-man pressing(1TPL+2E) - zone defense (1TPL+2E) - zone pressing (1TPL+2E) - combined defense (1TPL+2E). 		

	<p>Team tactics teaching methods in offense: - offense against man-to-man defense (1TPL+2E) - offense against man-to-man pressing (1TPL+2E) - offense against zone defense (1TPL+2E) - offense against zone pressing (1TPL+2E) - offense against combined defense (1TPL+2E). Teaching methods for break/breakaway and break defense (2TPL+2E)</p> <p>2. Methodology of physical conditioning in basketball (4P) Methods for increasing cardio-respiratory fitness in basketball (1L+1E) Methods for improving coordination, agility and balance in basketball (1L+1E) Methods for improving strength and power in basketball(1L+1E) Methods for improving accuracy in basketball (1L+1E) Methods for improving speed in basketball (1L+1E) Methods for improving flexibility in basketball (1L+1E)</p> <p>3. Organizational training forms and methods (1L)</p> <p>4. Sites, facilities, equipment and training aids for basketball training (1L)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1.5
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 7% Tests 14% Written exam 14% Seminar essays 14% Oral exam 29% Practical training 22%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Matković i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb		
	2. Tocigl, I. (1998). Košarkaški udžbenik. Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu, Split.		
	3. Matković, B. i sur. (2005) Košarka-antropološka analiza. Zagreb: KF, HKS.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Wissel, H. (1994). Basketball: Steps to Success. Human Kinetics, Champaign 2. Matković, B., Knjaz, D., Čosić B. (2003). Smjernice fizičke pripreme u košarci. U: Milanović, D., Jukić, I. (ur.): Zbornik radova Međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“ 12. zagrebački sajam sporta i nautike, Zagreb, 21. i 22. veljače 2003. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez, 390-394. 3. Knjaz D., Matković B., Matković, B.R. (2002). Individualni rad u mini košarci. U: Milanović D., Heimer S, Jukić I, Kulier I, Matković B. (ur.), Zbornik radova Znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“, u sklopu 11. zagrebačkog sajma sporta i nautike, Zagreb, 22. i 23. veljače 2002. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu; Zagrebački športski savez. 54-56. 4. Rupčić, T., Knjaz, D., Matković, B. (2010). Utjecaj specifičnog košarkaškog programa na razvoj bazične brzine pokreta ekstremiteta. U: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur). Zbornik radova 8. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2010 – Trening brzine, agilnosti i eksplozivnosti“ Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 416-419. 5. Matković, B., Matković, B.R., Knjaz, D., Krističević, T., Blašković, M. (1999). Morfološke karakteristike košarkaša juniora. Kineziologija za 21. stoljeće. Zbornik radova. Dubrovnik. 412-415. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Valentin Barišić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN FOOTBALL 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Familiarizing students with football teaching and training methods for different age groups by electing training contents (physical conditioning drills, technical and tactical drills), and with load dosage in football training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Football.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire high levels of knowledge that enable them to execute complex tasks necessary for football training and organization. Students also acquire knowledge on scientific research outcomes that involve structural and biomechanical characteristics of sport. They acquire knowledge on anthropological features important for performance excellence, and principles of programming and controlling the training process. Student is qualified for implementation of attained knowledge and skills in everyday practical work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the status of football in different classifications of sports; verbalize and demonstrate basic knowledge on football technique, teaching methodology and tactics fundamentals. They will also be able to identify motor skills and abilities that influence and contribute to situational efficiency of football game or parts of the game, and vice versa – the influence of the football training and game on complete anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Classification and training contents selection: technical and tactical drills in football (2L+2E) 2. Specific teaching and training methodology in different age groups (2L+2E) 3. Methodology of technical and tactical preparation in football (2L+2E) 4. Specificity of different technique teaching methods application (analytic, synthetic, situational and combined method) (2L+2E) 5. Teaching technique order in every age category (2L+2E) 6. Motor learning (1L+1E) 7. The process of technical and tactical preparation: description, task demonstration, detection and correction of motor errors, (2L+2V) 8. Integral football preparation system (2L+2E) <p>Seminars and exercises (each subject is covered by 1S+2E)</p> <ol style="list-style-type: none"> 1. Offense playing technique 		

	2. Football player's movements structure in defense and offense (with the ball) 3. Football player's movements structure in defense and offense (without the ball) 4. Passes 5. Ball reception (different principles) 6. Shots 7. Attack finish according to different field positions of the play (side-forward and center-forward) 8. Dribbling and fakes 9. Technical and tactical teaching and training for defense and offense 10. Goalkeeper's techniques 11. Different systems of playing formations 12. Modern systems of playing formations (4-4-2, 4-2-3-1) 13. Methods for enhancing counterattack 14. Organizational work forms according to opponent team's playing formation 15. Teaching methodology for incomplete formation play (one player less or extra)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active participation				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2.5	(other)
	Tests		Oral exam	3.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Seminar essay 36% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.				
	Gabrijelić, M. Metodika sportskog treninga nogometaša (skripta)				
	Toplak, I. (1985). Savremeni fudbal i njegove tajne – taktika i metodika. Beograd: FSJ.				

2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Weineck, E. J. Optimales Fussballtraining (prijevod na hrvatski jezik). Kineziološki fakultet, Zagreb. 2. Dujmović, P. (1997). Fizička priprema nogometaša. Zagreb: Zagrebački nogometni savez – zbor trenera. 3. Barišić, V. (2007). Kineziološka analiza taktičkih sredstava u nogometnoj igri. Zagreb: Kineziološki fakultet. Doktorska disertacija 4. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. 8. Vrgoč, I. (2008). Kondicijski trening u nogometu. (www.nogometnitrening.com)
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN VOLLEYBALL 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Tomislav Đurković, Ph.D. Assist. Tomica Rešetar, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15 or less by work with mentor
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining theoretical and practical knowledge on training methodology in volleyball and its application with adult volleyball players.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Volleyball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain necessary theoretical and practical knowledge on training methodology in volleyball for adults .		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will attain knowledge on:</p> <ul style="list-style-type: none"> • definition and structure of training methodology in volleyball; • classification and selection of training contents in volleyball; • training load dosage in volleyball; • training and teaching methods in volleyball; • technical and tactical preparation training in volleyball; • physical conditioning methodology and technical and tactical methodology in volleyball; • application of situational indicators in training and preparation for the match in volleyball 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Definition and structure of training methodology in volleyball (1P+1S) 2. Classification and selection of training contents: physical conditioning and technical and tactical preparation in volleyball (2P+2S) 3. Training load dosage for adult categories in volleyball (2P+2S) 4. Training and teaching methods (2P+2S) 5. Technical and tactical preparation: description and demonstration of technical and tactical tasks, detection and correction of motor errors (2P+2S) 6. Physical conditioning methodology in volleyball (2P+2S) 7. Technical and tactical methodology in volleyball (2P+2S) 8. Application of situational indicators in training and preparation for the match (2P+2S) 		

	<p>Exercises (each topic is covered by 2 classes)</p> <p>9. Definition and structure of training methodology in volleyball</p> <p>10. Classification and selection of technical and tactical drills in volleyball</p> <p>11. Classification and selection of physical conditioning drills</p> <p>12. Training load dosage</p> <p>13. Technical and tactical preparation: description and demonstration of motor tasks</p> <p>14. Technical and tactical preparation: detection and correction of motor errors</p> <p>15. Teaching and training methods in volleyball (analytic, synthetic and situational)</p> <p>16. Physical conditioning principles in volleyball</p> <p>17. Physical conditioning methodology in volleyball</p> <p>18. Specific methodology for cardio-respiratory fitness and motor abilities improvement in volleyball</p> <p>19. Teaching order of technical and tactical elements in volleyball</p> <p>20. Teaching methodology of individual technical and tactical performance throughout complex 1 (serve reception, overhand setting in attack, spiking in attack, attack reinforcement)</p> <p>21. Teaching methodology of individual technical and tactical performance throughout complex 2 (serve, block, defense, overhand setting in counterattack, spiking in counterattack, counterattack reinforcements)</p> <p>22. Teaching methodology of individual technical and tactical performance throughout complex 1 (serve reception, overhand setting in attack, spiking in attack, attack reinforcement)</p> <p>23. Teaching methodology of team technical and tactical performance throughout complex 2 (serve, block, defense, overhand setting in counterattack, spiking in counterattack, counterattack reinforcements)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active class participation, taking tests and writing seminar essays.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 13% Seminar essay 29% Oral exam 29% Practical training 29%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.	5	
	2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole – priručnik za učitelje tjelesne i zdravstvene kulture. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	5	
	3. Službena pravila odbojke. (2010). Zagreb: Hrvatski odbojkaški savez.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN SWIMMING 2	1.7. Credits (ECTS)	7
1.4. Associate teachers	Dajana Zoretić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Attaining theoretical and practical knowledge on principles of training methodology and means for improving abilities that largely affect swimming performance.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory courses Swimming 1 and Swimming 2.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will attain necessary theoretical and practical knowledge and skills on ways, methods and means for improving all characteristics and abilities that affect swimming performance. Learning outcomes of this course refer to knowledge on transformation of abilities throughout all forms of swimming training (water, dryland, altitude training).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes of this course: <ul style="list-style-type: none"> - training methods that influence anthropometric characteristics of swimmers - training methods for strength improvement in water - training methods for speed improvement in water - training methods for endurance improvement in water - warm up for swimming - tapering - swimming tactics - specific forms of swim training (water, dryland, altitude training, „occlusion“ training). 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Morphological structure of the body (1L) 2. Motor abilities important for swimming performance (2L) 3. Methodology of technical and tactical training in swimming (2L) 4. Didactic exercises for strength and power improvement (dryland-water) (2L) 5. Didactic exercises for endurance improvement (dryland-water) (2L) 6. Didactic exercises for flexibility improvement (dryland-water) (2L) 7. Didactic exercises for speed improvement (dryland-water) (2L) 8. Athletic training, massage. Pharmacological supplements. Psychological preparation. (2L) 		

	<p>Theoretical practical lectures</p> <p>9. Morphological structure of the body (1TPL)</p> <p>10. Motor abilities important for swimming performance (2TPL)</p> <p>11. Methodology of technical and tactical training in swimming (2TPL)</p> <p>12. Didactic exercises for strength and power improvement (dryland-water) (TP2L)</p> <p>13. Didactic exercises for endurance improvement (dryland-water) (2TPL)</p> <p>14. Didactic exercises for flexibility improvement (dryland-water) (2TPL)</p> <p>15. Didactic exercises for speed improvement (dryland-water) (2TPL)</p> <p>16. Athletic training, massage. Pharmacological supplements. Psychological preparation. (2TPL)</p> <p>Exercises</p> <p>1. Didactic exercises for strength and power improvement on dryland(2E)</p> <p>2. Didactic exercises for strength and power improvement in water(2E)</p> <p>3. Didactic exercises for strength and power improvement on specific swimming ergometers (2E)</p> <p>4. Didactic exercises for endurance improvement on dryland (2E)</p> <p>5. Didactic exercises for endurance improvement in water (2E)</p> <p>6. Didactic exercises for endurance improvement on specific swimming ergometers (2E)</p> <p>7. Didactic exercises for speed improvement on dryland(2E)</p> <p>8. Didactic exercises for speed improvement in water(2E)</p> <p>9. Didactic exercises for speed improvement on specific swimming ergometers (2E)</p> <p>10. Didactic exercises for flexibility improvement (static, dynamic/ballistic, PNF) (6E)</p> <p>11. Athletic training/physical conditioning – start reaction (2E)</p> <p>12. Athletic training/physical conditioning - endurance (2E)</p> <p>13. Sports massage for swimmers(2E)</p> <p>14. Pharmacological supplements (2E)</p> <p>15. Psychological preparation for swimmers(2E)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Class attendance is mandatory according to Faculty of Kinesiology Statutes.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	2.5	Oral exam		(other)
	Written exam	3.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Tests 36% Written exam 50%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	2. Maglischo, E.W. (2003). Swimming Fastest. Champaign, IL: Human Kinetics.		
	3. Volčanšek, B. (2002). Bit plivanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Mišigoj-Duraković M. Kinantropologija. (2008). Biološki aspekti tjelesnog vježbanja. Kineziološki fakultet, Sveučilišta u Zagrebu. 2. Olbrecht, J. (2000). The Science of Winning. Belgium.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN RHYTHMIC GYMNASTICS 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Assist. Josipa Radaš, Mag.Cin. Part-time Associate: Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary goal of this course is to theoretically, theoretically and practically, and practically qualify students for teaching rhythmic gymnastics' technical elements with and without apparatus. Another goal of this course is to familiarize students with methods for developing cardio-respiratory, morphological and motor characteristics of rhythmic gymnasts of younger age and different competition categories.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Rhythmic gymnastics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	As kinesiologists, by attending this course, students will attain basic methodological knowledge and skills that will enable them to successfully conduct rhythmic gymnastics teaching and sports training. Students will also attain basic knowledge and skills for teaching elements of rhythmic gymnastics and means that affect cardio-respiratory, morphological and motor characteristics development of different age and quality level rhythmic gymnasts. This course also provides students with knowledge that allows them to critically approach and assess each training mean and method of teaching, i.e. training according to age and competition categories/disciplines in rhythmic gymnastics.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be qualified to: - independently select adequate contents while teaching rhythmic gymnastics; - apply adequate methods for teaching rhythmic gymnastics; - analyze and evaluate training technique exercises, learning and training methods, and also didactical principles of teaching rhythmic gymnastics; - design and utilize different training equipment and aids; - define adequate training contents of younger age rhythmic gymnasts of different competition categories/disciplines; - define adequate training means of younger age rhythmic gymnasts of different competition categories/disciplines; - dose training load for younger age rhythmic gymnasts of different competition categories/disciplines.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Basic principles of training and teaching methodology for younger age rhythmic gymnasts (2L) 2. Basic pedagogical and didactical principles in teaching and training younger age rhythmic gymnasts (2L) 3. Organizational work forms in younger age rhythmic gymnasts' training (2L) 4. Facilities, apparatus and aids for conduction competitions in rhythmic gymnastics of younger age rhythmic gymnasts (2L) 5. Teaching methodology of rhythmic gymnastics elements in younger age rhythmic gymnasts training (2L) 6. Teaching methodology of rhythmic gymnastics technique in younger age younger age training (2L) 7. Physical conditioning training methodology for younger age rhythmic gymnasts training (3L) Exercises		

	<ol style="list-style-type: none"> 1. Methods for cardio-respiratory abilities developments in younger age rhythmic gymnasts training (2E) 2. Methods for flexibility improvement in younger age rhythmic gymnasts training (2E) 3. Methods for strength and power development in younger age rhythmic gymnasts training (2E) 4. Methods for balance improvement in younger age rhythmic gymnasts training (2E) 5. Methods for accuracy improvement in younger age rhythmic gymnasts training (2E) 6. Methods for rhythm and coordination in younger age rhythmic gymnasts training (2E) 7. Teaching methodology of body elements (4E) 8. Teaching methodology of ball elements (4E) 9. Teaching methodology of rope elements (4E) 10. Teaching methodology of hoop elements (2E) 11. Teaching methodology of club elements (2E) 12. Teaching methodology of ribbon elements (2E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests	1	Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 14% Tests – 14 % Practical training – 14% Seminar essay - 29% Oral exam – 29%					
2.11. Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler					
	2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Lomšek-Macura, U., Vajngerl, B. (1999). Prvi koraki v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN HANDBALL 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this subject is to familiarize students with: teaching and training methods for different age groups in handball, selection of training contents (physical conditioning drills, technical and tactical drills) and load dosage in handball training.		
2.2. Course enrolment requirements and entry competences required for the course	The course is a part of integrated undergraduate and graduate study plan and programme for those students that choose elective module Handball. The course may be taken by only those students that meet the criteria defined in Faculty of Kinesiology's Statutes of elective modules availability (categorized athletes and demonstrators, mentor system) who finished mandatory course Handball with grades 4 or 5.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students attain high levels of knowledge that allow them to conduct most demanding tasks in handball at all levels of the handball sport system. They attain knowledge on scientific research findings on structural and biomechanical characteristics of sport, anthropological characteristics important for successful performance and the principles of training programming and control. The students are qualified to apply attained knowledge and skills in all forms of everyday practical work.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand position of the handball in different classifications of sports disciplines, demonstrate and explain basic knowledge and skills on handball technique, teaching methodology and fundamentals of handball tactics, identify influences and contributions of some motor skills and abilities on situational efficiency in handball or parts of the handball game, and on the other hand, identify influences of the handball on some motor skills and abilities.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Classification and training contents selection: technical and tactical drills in handball (2L+2E) 2. Specific teaching and training methodology in different age groups (2L+2E) 3. Methodology of technical and tactical preparation in handball (2L+2E) 4. Specificity of different technique teaching methods application (analytic, synthetic, situational and combined method) (2L+2E) 5. Teaching technique order in every age category (2L+2E) 6. Motor learning (2L+2E) 7. The process of technical and tactical preparation: description, task demonstration, detection and correction of motor errors, (2L+2V) 8. Integral handball preparation system (2L+2E) Seminars and exercises		

	<ol style="list-style-type: none"> 1. Offense technique without the ball (stances, movement initiation, start and start acceleration, stopping, changes of direction, take-offs, falls) (2S+1E) 2. Movement structure of the player with the ball (stances, ball grips, receiving the ball – catching, stopping, picking up and taking over the ball) (2S+1E) 3. Player's movements with the ball (dribbling, steps, turns) (2S+1E) 4. Ball throws (passing – basic and specific) (2S+1E) 5. Catching and passing the ball in movement (basic and in specific handball play conditions) (2S+1E) 6. Shooting from backcourt positions : 1) ground shots (basic shot, hip-height shot - Jensen, „ extended” hip-height shot - Selec, knee-height shot - Liebking, declined shot – semi-eret, pivot shot - schraube) and 2) jump shots (jump shot, extended arm jump shot, hip-height jump shot, semi-eret jump shot, schraube jump shot) (2S+1E) 7. Shooting from line positions (left wing, right wing, circle runner, dive shots) (2S+1E) 8. Fakes(2S+1E) 9. Team technique and tactics training and improvement by lines in attack (2S+1E) 10. Saving techniques (goal-keeper) (2S+1E) 11. Closed zone defense formations and offense against it (2S+1E) 12. Open zone defense formations and offense against it (2S+1E) 13. Counterattack enhancement and attack after a quick throw-off enhancement methodology (2S+1E) 14. Organizational forms of tactical actions on aggressive defense formation (2S+1E) 15. Training and teaching methodology for play with „numerical advantage“ in offense and play with „numerical disadvantage“ in regard to defense (2S+1E) 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active class participation.				
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2.5	(other)
	Tests		Oral exam	3.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 15% Seminar essay 35% Oral exam 50%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	<ol style="list-style-type: none"> 1. Foretić, N., Rogulj, N. (2009). Škola rukometa. 2. Malić, Z. (1999). Rukomet-pogled sklupe. Kustoš 3. Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmijenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Gruić, I. (2011). Evaluacija metoda poučavanja elemenata rukometne tehnike. (disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu 2. Vuleta, D.Gruić, I., Ohnjec, K. (2010). Metodika poučavanja prizemljenja u rukometu. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. – 10. 01. 2010. (elektronsko izdanje). 3. Vuleta, D., Milanović, D. (2004). Stupnjevito učenje i usavršavanje tehničko–taktičkih znanja u rukometu. u: Zbornik radova Milanović, D. 28. seminara rukometnih trenera, Zagreb, siječanj 2004., Udruga trenera Hrvatskog rukometnog saveza, 95-115. 4. Vuleta, Gruić, I. (2004). Stvaranje motoričkih navika u kolektivnom napadu. Zbornik radova XXXVIII. seminar rukometnih trenera, Zagreb (str. 90-94). 3. Milanović, D. Jukić, I., Barić, R., Vuleta, D. (2002). Osnove motoričkog učenja u rukometu. Zbornik radova XXXVI. seminar rukometnih trenera, Pula (str. 125-135).Gruić, I. (2011). Evaluacija metoda poučavanja elemenata rukometne tehnike. (disertacija). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TEACHING METHODS IN SKIING 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary aim is to empower a student to be able to competently teach different skiing techniques. Also, the aim is to introduce the student to the methods used in coaching physiological capacities, morphological and motor characteristics of skiers varying in age and rank.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Skiing</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire the knowledge and skills necessary to conduct skiing training and teaching process. Students will also acquire knowledge regarding the teaching methods in skiing with regard to skiers of varying age and rank. Finally, students will be able to critically evaluate certain exercises and teaching methods used with skiers of varying age and rank.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • independently chose the appropriate exercises while teaching skiing technique, • apply the appropriate exercises while teaching skiing technique, • analyze the teaching methods used in skiing training, • select and use the appropriate locations for training, • use the appropriate training equipment, • define the appropriate exercises for skiers of varying age and rank, • dose the appropriate training loads. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Basic methodical principles in coaching competitive skiers. (2L) 2. Basic didactical principles in coaching competitive skiers. (2L) 3. Organizational and methodical forms of training of competitive skiers. (2L) 4. Locations and equipment in training of competitive skiers. (2L) 5. Teaching methods of skiing technique elements. (2L) 6. Technique coaching methods in skiing. (2L) 7. Fitness training methods in competitive skiers. (3L) <p>Seminars</p> <ol style="list-style-type: none"> 1. Methods of improving the physiological capacities of skiers. (3E) 		

	<p>2. Methods of improving coordination in skiers. (2E) 3. Methods of improving strength in skiers. (2E) 4. Methods of improving balance in skiers. (2E) 5. Methods of improving agility in skiers. (2E) 6. Methods of improving coordination in rhythm in skiers. (2E) 7. Methods of injury prevention in competitive skiers. (2E)</p> <p>Exercises</p> <p>1. Exercises for improving the performance of snowplow skiing technique. (2E) 2. Exercises for improving the performance of parallel skiing technique elements. (2E) 3. Exercises for improving the performance of downhill. (2E) 4. Exercises for improving the performance of diagonal downhill. (2E) 5. Exercises for improving the performance of parallel turn towards the hill. (2E) 6. Exercises for improving the performance of basic turn. (2E) 7. Exercises for improving the performance of parallel turn. (2E) 8. Exercises for improving the performance of basic quick turns. (2E) 9. Exercises for improving the performance of quick turns. (2E) 10. Exercises for improving the performance of jump. (2E) 11. Exercises for improving the performance of carving ski technique elements. (1E) 12. Exercises for improving the performance of stem skiing technique elements. (1E) 13. Exercises for improving the performance of slalom skiing technique. (2E) 14. Exercises for improving the performance of giant-slalom skiing technique. (2E) 15. Exercises for improving the performance of super giant slalom skiing technique. (2E) 16. Exercises for improving the performance of downhill skiing technique. (2E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attending all forms of classes.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.5	(other)	
	Tests		Oral exam	2.5	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes = 15% Written exam = 15% Essay = 20% Oral exam = 35% Practical training = 15%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	

	1. Matković, B, Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Matković, B., Ferenčak, S. (1996). Skijajte s nama, Zagreb: FERBOS inženjering. 2. Lanc, V., Gošnik-Oreb, J., Oreb, G., Matković, B. (1988). Naučimo skijati, Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 3. Rađenović, O. i sur. (2008). Alpsko skijanje. Zagreb: Hrvatski zbor učitelja i trenera skijanja. 4. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 5. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga. Zagreb: Graphis.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof. Kamenka Živčić Marković, Ph.D. Assist.Prof. Željko Hraski, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN ARTISTIC GYMNASTICS 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Tomislav Krističević, Ph.D. <u>Part-time Associates:</u> Prof. Ivan Čuk, Ph.D. Bojan Šinkovec, Mag.Cin. Igor Krijimski, Mag.Cin. Željko Jambrović, Mag.Cin. Tatjana Stibilj-Batinić, Mag.Cin. Ines Čavar, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	10
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attain high levels of knowledge in the field of artistic gymnastics that will allow students to efficiently solve different demands that artistic gymnastics training imposes. Also, the aim of this course is to attain necessary theoretical knowledge on structural and biomechanical characteristics of sport, anthropological characteristics, and methodological basics of learning gymnastics elements and routines of basic competition programmes (top-level male and female gymnasts), as well as on principles of programming and control of the training process which is significant for gymnasts performance excellence.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Artistic gymnastics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Specific qualifications <ul style="list-style-type: none"> - Within the Elective module Artistic gymnastics, students will attain practical and theoretical knowledge and skills on basic kinesiological and anthropological characteristics, training methodology for developing and maintaining specific physical conditioning abilities and learning technical and tactical skills in artistic gymnastics. It will allow them to successfully work with selected groups of gymnasts. Besides, students will gain knowledge on the basics of planning and programming of female gymnasts training of different age and quality (A competition programme). They will also gain knowledge on basic methods for training effects and competition achievements control. - Elective module will provide students with scientific basis for conducting research in the field of artistic gymnastics that will facilitate programming, monitoring and evaluating gymnasts' sport fitness levels. - Courses of the Elective module – Artistic gymnastics should provide students with qualifications for: <ul style="list-style-type: none"> - managing and conducting training process in artistic gymnastics of different age groups and categories; 		

	<ul style="list-style-type: none"> - organizing and carrying out training process with different age groups and categories of gymnasts; - selection and application of artistic gymnastics contents, and its learning methods in gymnasts' training process. <p>Basic qualifications: Application of previously mentioned knowledge on broad fields of social and sport services, and in personal development.</p>	
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be qualified for:</p> <ul style="list-style-type: none"> - conducting training programmes with different age groups and categories of gymnasts; - conducting scientific research in artistic gymnastics; - implementation of gymnastics programmes in kindergartens and school sports associations; - application of artistic gymnastics contents in other sports training processes; - application of artistic gymnastics contents in different training programmes for elderly; - diagnosing gymnasts' fitness according to different age groups and categories of gymnasts; - planning and programming of the training process for different age groups categories of gymnasts ; - organization of gymnastics competitions. 	
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Transfer of general knowledge on learning theories into the field of artistic gymnastics technical preparation. Basic characteristics of top-level male and female gymnasts training process. (4L) 2. Differences in the training process of gymnasts top-level categories. Specific teaching and training methods. (4L) 3. Teaching and training methodology for elementary technique of basic „A“ competition programme in categories: junior (male/female) and senior (male/female) gymnasts. (4L) 4. Junior and senior top-level gymnasts categories (m/f) and specific demands in training elementary technique. (3L) <p>Seminars</p> <ol style="list-style-type: none"> 1. Classification and selection of training contents: methodology of learning gymnastics elements and exercises/routines, methodology of motor and cardio-respiratory abilities training in top-level gymnasts (4S) 2. Selection of technique elements for different age categories of „A“ competition programme. Characteristics of progressive and profiled approach to selection of elements. (4S) 3. Methodological training design: organizational and methodological work forms, and training content distribution (4S) 4. Compatibility of training methods and top-level gymnasts' anthropological profile (3S) <p>Exercises</p> <ol style="list-style-type: none"> 1. Specificity of different teaching methods application for technical elements: analytic, synthetic, situational and combined method. (4E) 2. Teaching and training methods for technique in different disciplines of gymnastics all-around event. (4E) 3. Technical errors registration and selection of corrective methods. (4E) 4. Methodology of competition routines preparation. (4E) 5. Methods for developing and maintaining motor and cardio-respiratory abilities for top-level male and female gymnasts („A“ competition programmes). (4E) 6. Basic and specific preparation of top-level male and female gymnasts. (4E) 7. Specific methodology for improving cardio-respiratory and motor abilities in top-level artistic gymnastics: strength and power training, flexibility, speed, endurance, accuracy, balance and coordination training. (4E) 8. Physical conditioning principles for top-level gymnasts in each phase of their sport development. (2E) 	
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments
		2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	0.5	Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.5	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 14% Research 7% Seminar essay 21% Oral exam 29% Practical training 29%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici . <i>Odgojne znanosti</i> , 1(15), 159-180.			10		http://hrcak.srce.hr/
	2. Živčić, K., Furjan-Mandić, G., Horvatin-Fučkar, M. (2007). The Kinematic Model of the Bounce-off Phase in some Acrobatic Elements with Forward Body Rotation. <i>Facta Universitatis, Series Physical Education and Sport, University of Niš</i> , 1 (5), 9-18.					http://facta.iunis.ni.ac.rs/pe/pe.html
	3. Živčić Marković, K., Omrčen, D. (2009). The analysis of the influence of teaching methods on the acquisition of the landing phase in forward handspring. <i>Science of gymnastics journal</i> . 1(1), 21-30.					http://www.fsp.uni-lj.si/
2.12. Optional literature (at the time of submission of study programme proposal)	1. Živčić, K. (2007). <i>Akrobatska abeceda u sportskoj gimnastici</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. <i>Science of gymnastics journal</i> . 1(1), 41-53. 3. Živčić, K., Krističević, T. (2008). Specifične pripremne vježbi u akrobatici. <i>Kondicijski trening</i> . 6, 1; 22-29. 4. Čuk, I., Karácsony, I. (2002). <i>Rings: methods, ideas, curiosities, history</i> . [S.l.]: Paul Ziert & Assoc. 5. Čuk, I., Karacsny, I. (2004). <i>Vault : methods, ideas, curiosities, history</i> . Ljubljana: ŠTD Sangvinčki. 6. Karacsny, I., Čuk, I. (2005). <i>Floor exercises: methods, ideas, curiosities, history</i> . 1st ed. Ljubljana: ŠTD Sangvinčki.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN TENNIS 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Reaching high levels of theoretical and practical methodological knowledge and other important qualifications for coaching promising and advanced adult, cadet and junior competitors.		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Racquet sports.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students acquire high level of basic and specific theoretical knowledge of training methodology in tennis in order to adequately apply it in practice through teaching and training tennis players of different age groups.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students acquire:</p> <ul style="list-style-type: none"> - advanced knowledge on methodology of tactical preparation in tennis; - advanced knowledge on methodology of psychological preparation in tennis; - basic and specific knowledge on methodology of theoretical preparation in tennis. <p>Above mentioned qualifies them for:</p> <ul style="list-style-type: none"> - professional theoretical and practical methodological analysis of physical conditioning status/fitness; - professional theoretical and practical methodological analysis of psychological status - methodological and pedagogical transfer of basic and advanced theoretical knowledge on tennis. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars (each subject is covered by 1L+1S)</p> <ol style="list-style-type: none"> 1. Tactics according to different types of tennis court. Methodology of individual tactics selection. 2. Tactics methodology in male, female and mixed pairs plays. 3. Technical and tactical basics of offensive play (after serve, from baseline and from the playing area) and defensive play (after returning the serve, in tempo play, after opponents' offense) 4. Methods and deeds for tactical actions analysis. Developmental aspects of tactics through different age categories. 5. Registration and evaluation of tactical parameters in the match. 6. Methodology of psychological preparation: significance and aims of the psychological preparation according to competition categories/levels. 7. Methodology of psychological preparation: (players' intelligence, perception, concentration, visualization, motivation, pressure/stress management) 8. Periodization and planning of psychological preparation. 9. Psychological preparation of players during tennis tournaments. Organization of competition trips and adaptation to tournament conditions. 		

	<p>10. Immediate preparation for the match. Consultation during the match. Actions after the match. 11. Psychological aspects of coaching the tennis team. 12. Psychological basics of team approach in player's development. Creating back-up team/logistics. Cooperation within the team. 13. The role of family in player's development. 14. Methodology of theoretical preparation: significance of theoretical preparation. 15. Distribution of theoretical preparation contents in players development.</p> <p>Exercises</p> <p>1. Methodological actions and exercises for teaching tactics according to types of tennis court and opponents (4E) 2. Methodological actions and exercises for teaching technical and tactical basics of offensive and defensive play in tennis (4E) 3. Methodological actions and exercises for teaching tactics in different age categories (2E) 4. Methodological actions and exercises for teaching tactics in male, female and mixed pairs play (2E) 5. Methodological actions and exercises for teaching registration and evaluation of tactical parameters of the match (4E) 6. Methodological actions and exercises for teaching significance and aims of the psychological preparation according to competition categories/levels. (4E) 7. Methodological actions and exercises for improving players' intelligence, perception, concentration, visualization, motivation, pressure/stress management (4E) 8. Methodological actions and exercises for conducting psychological preparation of players on tennis tournaments (4E) 9. Methodological actions and exercises for teaching match preparation (2E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular theoretical and practical class attendance, interest and activity during classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1.5	Oral exam	1.5	(other)	
	Written exam	1.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 21% Tests 21% Written exam 21% Oral exam 21% Practical training 16%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Filipčić, A. (2001).Tenis: tehnika in taktika. Ljubljana: Fakulteta za šport, Inštitut za šport.	10	
	Barbaros-Tudor, P. (2006). Trening mentalnih sposobnosti - Put do uspjeha. Hrvatski magazin – Tenis, 31, (8), 40-41.	10	
	Barbaros-Tudor, P. (2007). Trening mentalnih sposobnosti – Umjetnost ovladavanja mentalnim vještinama. Hrvatski magazin –Tenis, 32, (8), 40-41.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Antoun, R. (2007).Women's tennis tactics. Human kinetics, USA. 2. Cayer, L. (2004). Doubles tennis tactics. ITF, USA. 3. Hoskins, T. (2003). The tennis drill book. Human kinetics, USA. 4. Girod, A. (1999). Concentration In Tennis: Mechanism And Exercises. London, UK. ITF Coaches Review, 17, 4-5. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Maja Horvatin Fučkar, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Prof. Gordana Furjan-Mandić, Ph.D. Jadranka Vlašić, Ph.D Josipa Bradić, Ph.D. <u>Part-time Associates:</u> Lecturer Đurđa Podvorac, Mag.Cin. Melita Kolarec, Mag.Cin. Barbara Matijević, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (15L+15S+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Attain practical and theoretical knowledge and skills on: <ul style="list-style-type: none"> - Training modalities, teaching and learning methods for different movement structures for preschool children and younger and older school children;; Selection and systematization of contents (with and without equipment/aids) adequate for younger age categories and aimed at development of basic motor and cardio-respiratory abilities throughout adapted aerobics, Pilates and yoga routines. 		
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory courses Basic kinesiological transformations		
2.3. Learning outcomes at the level of the programme to which the course contributes	Within elective module Basic kinesiological transformations students will attain theoretical and practical knowledge and skills on: <ul style="list-style-type: none"> - basic kinesiological and anthropological characteristics; - teaching methods for learning general motor skills within different exercise programmes (Pilates, yoga, aerobics...); - teaching methods for developing and maintaining basic and specific motor abilities according to characteristics and possibilities of different age and interest groups; - basic methods for selection and distribution of contents, modalities and load volume in different workout programmes; - fundamentals of planning and programming according to person's age, gender, possibilities and skills, and specificity of different workout routines; - basic and specific methods and actions for determination of subject's status and assessment of expected final outcomes/status after finishing planned transformational process. 		

	<p>Based on the previously mentioned students will be able to independently study, detect, analyze and solve problems by appropriately organizing and executing programmes. Students will be provided with specific qualifications by attaining scientific basis for conducting research in different segments of this course. Fundamental qualifications: application of previously mentioned knowledge and skills on broad fields of social and sport activities and personal development.</p>	
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>After completing and finishing this course students will be able to independently:</p> <ul style="list-style-type: none"> - Plan and programme transformational programmes for different age categories of those who exercise according to their possibilities, skills and interests; - Organize and conduct different transformational processes by taking into consideration selection and distribution of contents by selecting appropriate working modalities and load volume aimed at learning and enhancing basic and specific (workout programme characteristic) motor skills, and by developing and maintaining motor and cardio-respiratory abilities; - Diagnose current statuses of those who exercise by optimally assessing expected, final statuses/outcome. 	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures, seminars and exercises</p> <ol style="list-style-type: none"> 1. Methods for developing and maintaining basic motor abilities of strength (2L+2E) 2. Methods for developing and maintaining basic motor abilities of strength by application of different equipment (2S+2E) 3. Methods and basic exercises for developing and maintaining strength motor abilities 1 (2S+2E) 4. Methods and basic exercises for developing and maintaining strength motor abilities 2 (2S+2E) 5. Methods and isolating exercises for developing and maintaining strength motor abilities 1 (2S+2E) 6. Methods and isolating exercises for developing and maintaining strength motor abilities 2 (2S+2E) 7. Applying different modalities and organizational work forms in training with fitness machines (2S+2E) 8. Methods for developing and maintaining motor abilities - specific coordination (2P+2E) 9. Methods for developing and maintaining motor abilities - specific speed (2P+2E) 10. Methods for developing and maintaining motor abilities - balance/proprioception (1L+1S+2E) 11. Methods for developing and maintaining motor abilities - specific flexibility (2L+2E) 12. Methods for teaching and learning new aerobic exercise programme tasks (2L+2E) 13. Methods for teaching and learning new Pilates exercise programme tasks by application of equipment (2L+2E) 14. Methods for teaching and learning new Pilates exercise programme tasks by application of specific apparatus (2S+2E) 15. Methods for teaching and learning new yoga exercise programme tasks (2L+2E) 	
<p>2.6. Format of instruction:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work</p>	<p><input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical practical lectures (other)</p> <p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<p>Regular class attendance, active class participation, mandatory practical training, taking tests and exams.</p>	

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.5	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attendance 21% Seminar essay 21% Oral exam 29% Practical training 29%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			15		
	Radcliffe, J. C., Farentinos, R.C. (2003). Pliometrija. Zagreb: Gopal.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Zagorc, M., Zaletel Černoš, P., Ipavec, N. (2000). Step in slide aerobika. Ljubljana: fakulteta za šport Univera v Ljubljani. 2. Jagodić-Rukavina, A. (2006). Body tehnika – jedinstven način tjelovježbe. Zagreb: Planetopija. 3. Šimek-Šalaj, S., Milanović, D., Jukić, I. (2007). The effects of proprioceptive training on jumping and agility performance. Kinesiology 39(2):131-141.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING METHODOLOGY IN PHYSICAL CONDITIONING 2	1.7. Credits (ECTS)	7
1.3. Associate teachers	Vlatko Vučetić, Ph.D. Saša Vuk, Ph.D. Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. Part-time Associate Assist.Prof. Asim Bradić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	Provide students with knowledge on training methodology for morphological characteristics and cardio-respiratory abilities development, and also for sports injuries prevention.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to create training means for developing and maintaining male and female athletes': - cardio-respiratory abilities in different sports, for different age groups, different fitness levels and different training history; - morphological characteristics in different sports, for different age groups, different fitness levels and different training history. They will also be able to create training means for sports injuries prevention.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • select adequate contents/exercises for developing and maintaining athletes' cardio-respiratory abilities and morphological characteristics, and also for preventive physical conditioning programmes; • select adequate training methods for developing and maintaining athletes' cardio-respiratory abilities and morphological characteristics, and also for preventive physical conditioning programmes • select adequate training loads for developing and maintaining athletes' cardio-respiratory abilities and morphological characteristics, and also for preventive physical conditioning programmes • create integral training operators for developing and maintaining athletes' cardio-respiratory abilities and morphological characteristics, and also for preventive physical conditioning programmes -		

<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Structural, physiological, anatomical, biomechanical and other characteristics of aerobic abilities (1L+1E) 2. Structural, physiological, anatomical, biomechanical and other characteristics of anaerobic abilities (1L+1E) 3. Structural, physiological, anatomical, biomechanical and other characteristics of muscle mass and connective tissue (1L+1E) 4. Structural, physiological, anatomical, biomechanical and other characteristics of body fat (1L+1E) 5. Modeling and evaluating methods for learning and enhancing motor skills, i.e. technique of physical conditioning exercises for improvement of functional/cardio-respiratory abilities (resistance exercises, track and field exercises and cardio programmes) (2L+2E). 6. Modeling and evaluating methods for learning and enhancing motor skills, i.e. technique of physical conditioning exercises for improvement of morphological characteristics and sports injuries prevention (resistance exercises, track and field exercises and cardio programmes) (2L+2E) 7. Differential characteristics of morphological characteristics and cardio-respiratory abilities training methodology (2L+2E) 8. Differential characteristics of morphological characteristics and cardio-respiratory abilities training methodology according to age and sports performance quality level (2L+2E) 9. Modeling and evaluating methods for improving aerobic abilities (2L+2E) 10. Modeling and evaluating methods for improving anaerobic abilities (2L+2E) 11. Modeling and evaluating methods for improving muscle mass (2L+2E) 12. Modeling and evaluating methods for body fat reduction (2L+2E) 13. Modeling and evaluating methods for sports injuries prevention (2L+2E) 14. Effect analysis of different methods for improving and maintaining athletes' cardio-respiratory abilities (2L+2E) 15. Effect analysis of different methods for improving and maintaining athletes' morphological characteristics and injury prevention (2L+2E) 16. Literature review on scientific research regarding training methodology of cardio-respiratory abilities (2L+2E) 17. Literature review on scientific research regarding training methodology of morphological characteristics and injury prevention (2L+2E) 		
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<p>Regular class attendance and active class participation.</p>		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	7	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Tests 100%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21-22.02.2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.			20	YES	
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.			30	YES	
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima. Zagreb: Kineziološki fakultet			20	YES	
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Beachle, T.R. i R.W. Earle (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill:Human Kinetics. 2. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 3. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike, Gopal, Zagreb. 4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA. 5. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. E. Grayson Cook, USA. 					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

ELECTIVE MODULE - FITNESS

1. GENERAL INFORMATION			
1.3. Course teacher	Prof. Goran Marković, Ph.D.	1.6. Year of the study programme	5
1.4. Name of the course	FITNESS TRAINING METHODOLOGY 2	1.7. Credits (ECTS)	7
1.4. Associate teachers	Josipa Bradić, M.Sc. Saša Vuk, Ph.D. <u>Part-time Associate</u> Assist.Prof. Nejc Šarabon, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.5. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.6. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To present the fundamental classification of contents (exercises) and work methods in cardio-respiratory and balance training and in proprioception (functional joint stabilization) training. The students are expected to acquire and master the basic and advanced performance techniques on cardio-fitness machines and of exercise performance for balance improvement and for proprioception. Also, they should adopt teaching and training methods specific for cardio-respiratory training, balance training and proprioception training. The accent will be on safety measures and principles in cardio-respiratory, balance and proprioception training. Further, the students should acquire the basic and derived organizational formations of work in cardio-respiratory, balance and proprioception training.		
2.2. Course enrolment requirements and entry competences required for the course	The following courses completed: Basic Kinesiological Transformations, Functional Anatomy, Biomechanics, Physiology of Sport and Exercise, Theory of Training.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - The ability to consider critically and to solve independently practical kinesiological issues; - The eligibility to teach to persons of variable age, gender, physical activity levels and basic motor skills; - The eligibility to plan, program and execute transformational processes in the areas of applied kinesiology; - The eligibility to promote physical exercise in the function of health promotion and maintenance in persons of variable age, gender and physical activity levels. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be empowered to:</p> <ul style="list-style-type: none"> - teach efficiently and safely the basic and advanced performance techniques of exercises on cardio-machines, and exercises of balance and proprioception to healthy persons of variable age, gender and physical activity levels; - select optimal contents and exercise methods in fitness training of healthy persons with the aim of developing/keeping cardio-respiratory and metabolic components of fitness and of regulating body weight and body composition; - understand and implement successfully the basic safety principles in cardio-respiratory, balance and proprioception training; - understand specific characteristics of the contents and method selection in cardio-respiratory, balance and proprioception training as regards body posture and body composition of healthy persons. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical-practical lectures (TPL) and exercises (E)</p> <ol style="list-style-type: none"> 1. Principles and methods of cardio-respiratory training. (4TPL) 2. Cardio-machines: treadmill. (2TPL + 4E) 3. Cardio-machines: rowing ergometer. (2TPL + 2E) 4. Cardio-machines: cycle-ergometer. (2TPL + 4E) 5. Cardio-machines: elliptic ergometer (orbitrack). (2TPL + 2E) 6. Cardio-machines: other types of ergometers. (2TPL + 2E) 		

	7. Combinations of cardio-respiratory and resistance training. (2TPL + 4E) 8. Principles and methods of balance and proprioception training. (4TPL) 9. Balance and proprioception exercises – reduced support area. (2TPL + 2E) 10. Balance and proprioception exercises on unstable surfaces (4TPL + 4E) 11. Proprioception exercises: oscillatory movements (2TPL + 2E) 12. Resistance training in unstable conditions. (2TPL + 4E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active participation in class work. Regular tests and the exam taking.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits equals the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	2	Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 13% Tests: 29% Written exam: 29% Practical training: 29%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Šentija, D., Maršić, T., Dizdar, D. (2008). Osnove treninga izdržljivosti i brzine u sportu. Zagreb: TVZ.			10	No	
	2. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Split: Fakultet prirodoslovno-matematičkih znanosti.			15	No	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: TVZ. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

ELECTIVE MODULE - KINESIOLOGICAL RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mirna Andrijašević, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	KINESIOLOGICAL RECREATION IN LEISURE TIME 2	1.7. Credits (ECTS)	2.5
1.3. Associate teachers	Assist.Prof.Drena Trkulja Petković, Ph.D. Assist.Prof.Dubravka Ciliga, Ph.D. Prof.Ivančica Delaš, Ph.D. (part-time associate) Assist. Danijel Jurakić, Ph.D. Sanja Ćurković, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	15L
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to relate the basic findings regarding the implementation of kinesiological expertise in every-day setting, and that includes the synthesis of theoretical-practical and creative work in recreation. Students will be able to design and organize a recreational activity in various environments; they will also be able to assess and evaluate the treatment effects. Students will also collaborate with experts from related fields and competencies and they will be able to conduct managerial duties.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Kinesiological recreation</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work in sports recreation in various forms and for various needs with the aim of education and health preservation of participants. Devising individual and group exercise programs for various needs and conditions. Collaboration with experts from related areas.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - setup a concept of recreational programs for various needs; - apply the concept of recreational programs for various needs; - collaborate in various research- and professional-related areas (health preservation, tourism, etc.); - devise and implement the transformational programs respecting all criteria and methods for its implementation; - use the contemporary technologies for individual complex programs.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Planning methods and selection of activities with the aim of devising the transformational programs intended to enhance the anthropological status of humans. (4L) 2. Assessment methods in kinesiological recreation. (2L) 3. Devising recreational programs for special populations, anti-stress programs etc. (2L)		

	4. Applying complementary programs in kinesiological recreation. Educational methods in the system of complementary programs of kinesiological recreation (nutrition, stress management, the importance of physical activity for general well-being, social and emotional effects). (3L)				
	5. Possibilities of implementation of recreational programs in a contemporary society with the aim of improving the quality of life. (2L)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attending classes, being active in all forms of classes.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Written exam 40% Oral exam 40%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	
	2. Andrijašević, M i D. Jurakić (2011) Sportska rekreacija u funkciji unapređenja zdravlja, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M. (2000). Rekreacijom do zdravlja i ljepote. Zagreb: FFK. 2. Ivanišević, G. i sur.(2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj, znanstveni skup Veli Lošinj. Zagreb: Akademija medicinskih znanosti Hrvatske. 3. Mišigoj-Duraković, M. i sur.(1999). Tjelesno vježbanje i zdravlje. Zagreb: Fakultet za fizičku kulturu, Grafos. 4. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R.W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 5. Štuka, K. (1985). Rekreacijska medicina. Zagreb: Sportska tribina.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	MANAGEMENT OF SPORT IN TOURISM	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (30L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to provide the students with an insight into tourism complexity from the aspect of activity contents. They will acquire specific knowledge from the area of sport tourism development planning, organization and management. The students will be familiarized with the evaluation methodology of economical effects of sports-recreational services in tourism.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The students will be empowered to:</p> <ul style="list-style-type: none"> - apply knowledge and comprehension of the concepts, principles and theories from the area of management and tourism to sport and physical recreation; - explain the role and significance of physical recreation in tourism. - identify and analyse possibilities for the development of sports-recreational supply in tourism. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand the system of tourism; - explain the association between tourism, sport and physical recreation; - identify economical effects of sport and physical recreation in tourism; - recognize the organizational system of sport and physical recreation supply in tourism; - identify and analyze diverse options for the development of sports tourism. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 contact hours are allocated to each topic):</p> <ol style="list-style-type: none"> 1. FUNDAMENTAL CHARACTERISTICS OF CONTEMPORARY TOURISM. The appearance, definition, fundamental concepts and indicators of the development of contemporary tourism. Characteristics of tourism in the Republic of Croatia. 2. ECONOMICAL EFFECTS AS THE DETERMINANTS OF THE STRATEGIC MANAGEMENT OF TOURISM DEVELOPMENT. Tourist trends' effects. Tourist consumption. Economical effects of tourism. 3. INTERRELATIONSHIP BETWEEN TOURISM AND SPORTS. Historical relations between sport and tourism. The development factors of contemporary tourism and sport. Functions generated by tourism and sport. 4. SPORTS TOURISM. The concept, subtypes and forms of sports tourism. 5. ECONOMICAL EFFECTS OF SPORTS AND PHYSICAL RECREATION IN TOURISM. The social effects of sport in tourism. Economical effects of sport in tourism. 		

	<p>6. MARKET PARAMETERS OF THE SPORT REASEARCH IN TOURISM. Sport in the world tourism. The sports tourism demand market in the world. Research of sports activities in certain European countries and in Croatia. Sport trends in tourism.</p> <p>7. SPORTS TOURISM IN CROATIA. Possibilities for the development of sports tourism in Croatia. The offer of sport centres in the Croatian tourism.</p> <p>8. NAUTICAL TOURISM. The concept of nautical tourism. Characteristics of nautical tourism. The development indicators of nautical tourism in the world and in Croatia.</p> <p>9. HEALTH-RELATED TOURISM. The concept of health tourism. Prerequisites of the health tourism development. The development indicators of health tourism in the world and in Croatia. Wellness and health tourism.</p> <p>10. BIG SPORTS EVENTS AND TOURISM. Characteristics and organization of big sport events. The Olympic Games financing models. The influence of the Olympic Games on tourism of the host countries.</p> <p>11. MANAGEMENT IN SPORT AND SPORT TOURISM. The concept and definition of management in sport. Functions of the management in sport. Management of sport in tourism. Organization of sport in tourism.</p> <p>12. ENTREPRENEURSHIP IN SPORT AND SPORT TOURISM. Entrepreneurship in sports tourism. Entrepreneurial options in Croatian sports tourism. Methodology of entrepreneurial programme design.</p> <p>13. SPORT ANIMATION PROGRAMMES IN TOURISM. The concept of animation. Forms of animation. Sports animation. Sports animators.</p> <p>14. MARKETING IN SPORT TOURISM. Market of sporting products and services in tourism. Elements of sports marketing-mix in tourism. Promotion of sports tourism.</p> <p>15. PROGRAMMES AND CONTENTS OF THE SPORTS-RECREATIONAL TOURISM DEVELOPMENT IN CROATIA. Sport and physical recreation and tourism in Croatia. "Sport for All" – a contemporary movement of modern society and the initiator of active rest. Development issues of the Croatian tourism.</p> <p>Seminars (2 contact hours are allocated to each topic, except for the topic number 1 to which 1 contact hour is allocated):</p> <ol style="list-style-type: none"> 1. Introduction into the seminar classes. 2. Sporting offer of a city, hotel, tourist resort, and similar and its influence on tourist trends. 3. Trends on the tourism market of arrangements related to sport. 4. The role of certain sports in the Croatian tourism. 5. Sports events and tourism. 6. Animation programmes in hotels, tourist resorts, etc. 7. Forms of sporting tourism. 8. "Croatia – a country of sports tourism" 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

2.8. Student responsibilities	Regular class attendance and active participation in work. Completion of the seminar essay and other assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	2,5	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Activity during classes 22% Tests 56% Seminar essay 22%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bartoluci, M., Čavlek, N. i sur. (2007). Turizam i sport – razvojni aspekti./Tourism and Sport – Aspects of Development. Zagreb: Školska knjiga.					
	Bartoluci, M., Škorić, S. (2009). Menadžment sportskog i nautičkog turizma. Karlovac: Veleučilište u Karlovcu.					
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Čavlek, N., Bartoluci, M., Prebežac, D., Kesar, O. i sur. (2011). Turizam: Ekonomske osnove i organizacijski sustav. Zagreb: Školska knjiga (u tisku) 2. Hinch, T., Higham, J. (2004). Sport Tourism Development. Channel View Publications. 3. Ritchie, B.W., Adair, D. (ur.) (2004). Sport Tourism: Interrelationships, Impacts and Issues. Channel View Publications. 4. Bartoluci, M. i sur. (2004). Menadžment u sportu i turizmu./Management in Sport and Tourism. Zagreb: Kineziološki fakultet i Ekonomski fakultet Sveučilišta u Zagrebu. 					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

ELECTIVE MODULE - KINESITHERAPY

1. GENERAL INFORMATION				
1.1. Course teacher	Assist.Prof.Dubravka Ciliga, Ph.D.		1.6. Year of the study programme	5
1.2. Name of the course	ADAPTED PHYSICAL ACTIVITY		1.7. Credits (ECTS)	4
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D. Tatjana Trošt Bobić, Mag.Cin.		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective module		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective is to enable students to understand organization and functioning of sport for people with disability and to acquire theoretical and methodical knowledge related to specificities and adaptation of sports for persons with disability.			
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Acquisition of knowledge of characteristics of different categories of persons with disabilities. Explanation of specific adaptations of different sports for different categories of disability. Application of knowledge in planning and programming of the training of different sports for persons with disability.			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Within the learning outcomes, students will be able to define: <ul style="list-style-type: none"> - characteristics of different categories of persons with disabilities; - the difference between rehabilitation procedures, recreational activities, and competitive sport in people with disability; - specific adaptations of different sports for persons with disability; - basic principles of planning and programming of training in the area of different sports, with regard to the category of disability. 			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 lecture hours for each teaching topic, except for the topic no. 8., which is taught during 1 lecture hour)</p> <ol style="list-style-type: none"> 1. Basic areas of sport for persons with disability. Definition. Research topics. 2. Definition of rehabilitation sport, the difference between rehabilitation, recreation, and competitive sport in persons with disability. 3. Categories of persons with disabilities, characteristics of different categories. 4. Paralympic Games, Deaflympics, Special Olympics. 5. Description of sports at the Summer and Winter Paralympic Games. 6. Characteristics of sports wheelchairs and sports prostheses. 7. Functional classification. 8. Inclusion and integration. <p>Seminars (2 seminar hours for each teaching topic, except for the topic no. 8, which is taught during 1 seminar hour)</p> <ol style="list-style-type: none"> 1. Characteristics of different impairments and spinal cord diseases. 2. Characteristics of persons with lower extremity amputations. 			

	3. Analysis of sports wheelchair propulsion. 4. Biomechanical analysis of sports prosthesis. 5. Analysis of the functional classification according to sports. 6. Extreme sports in persons with disability. 7. Learning and teaching the basic elements of different sports. 8. Inclusion and integration.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	4	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 100%.				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Winnick, J.P. (2005). Adapted physical education and sport. Human Kinetics.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Trošt Bobić, T. , Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepo osobe. u: M. Andrijašević (ur.), Zbornik radova međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb, 2009. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 345-351. 2. Ciliga, D. , Trošt Bobić, T., Petrinović Zekan, L. (2009). Sport osoba s invaliditetom. Pozvano predavanje. u: F. Gracin, B. Klobučar (ur.), Zbornik radova 8. konferencije o sportu Alpe-Jadran, Opatija, 2009. Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske, 230-238. 3. Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida. u: M. Andrijašević (ur.), Zbornik radova Međunarodne znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb, 2008. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 351-362. 4. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom. u: Andrijašević, M. (ur.), Sport za sve u funkciji unapređenja kvalitete života. Zbornik radova, Zagreb, 2007. Zagreb: Kineziološki fakultet, 105-112. 5. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2006). Povezanost antropometrijskih karakteristika i motoričkih sposobnosti košarkaša u invalidskim kolicima. Hrvatski športskomedicinski vjesnik. 21(1), 39-49.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Frane Grubišić, M.D., Ph.D., Part-time Assoc.	1.6. Year of the study programme	5
1.2. Name of the course	PHYSICAL MEDICINE AND REHABILITATION – SELECTED TOPICS	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to acquaint students, through a series of lectures, with the classification of musculoskeletal diseases, definition of rehabilitation and disability, ICF classification and the basic modalities of physical therapy procedures (physiological and therapeutic action) and indications/contraindications for their application. Through interactive approach, the clinical examination of patients with different musculoskeletal diseases, recognising and defining of the basic functional problem and suggestion of the optimal rehabilitation plan (including kinesitherapy) will be presented. During the course, through practical training, students will, independently, go through all types of physical therapy. The objective is also to acquaint students with the members of the rehabilitation team and their obligations and responsibilities.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Knowledge of indications and contraindications for application of different types of physical therapy in the rehabilitation procedure; - based on the acquired knowledge, students will be able to recognize and define the terms impairment, disability, and handicap, and the goals of rehabilitation; - apply acquired knowledge in planning of kinesitherapeutic programmes, based on the functional status of the locomotor system of the person (patient, healthy person), time at disposal, and conditions in which the kinesitherapeutic procedure is performed. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the series of the lectures, exercises, and defined objectives of the course, students will be able to recognize/define:</p> <ul style="list-style-type: none"> - the basic characteristics of different musculoskeletal diseases which they will learn during the course, - different modalities of physical procedures and their application in the sports population, - positioning of the kinesitherapist in the rehabilitation team, 		

	<ul style="list-style-type: none"> - different types of imaging diagnostic procedures important in detecting soft tissue and bony structures, - planning and programming of kinesitherapeutic protocols for different profiles of athletes (individuals, sports teams), based on the functional assessment of the locomotor system (including kinesiological measurements). 	
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures (2 lecture hours for each teaching topic, except for the topic no. 6., which is taught during 3 lecture hours)</p> <ol style="list-style-type: none"> 1. Physical medicine and rehabilitation – introductory lecture. 2. Electrotherapy. 3. Thermotherapy, cryotherapy. 4. Electromagnetic therapy, laser, phototherapy. 5. Hydrotherapy, massage. 6. Functional treatment of rheumatoid arthritis and ankylosing spondilitis. 7. Extraarticular rheumatism-ethiopathogenesis, clinical picture, diagnostics. <p>Exercises (2 exercise hours for each teaching topic, except for the topic no. 6., which is taught during 3 exercise hours)</p> <ol style="list-style-type: none"> 1. Propaedeutics in locomotor system – functional examination of the spine, kinesiological measurements. 2. Clinical examination of the axial skeleton. 3. Clinical examination of the shoulder joints, elbow joints, radiocarpal joints, and hand joints. 4. Clinical examination of the hip joints, knee joints, ankle joints, and foot joints. 5. Interactive discussion – indications for electrotherapeutic procedures (clinical demonstration). 6. Interactive discussion – indications for thermo- and cryotherapeutic modalities (clinical demonstration). 7. Practical application of physical therapeutic modalities. 	
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
<p>2.8. Student responsibilities</p>	<p>2.7. Comments:</p>	

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0,5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17% Tests 17% Oral exam 33% Practical training 33%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Jajić I, Jajić Z. (2010). Fizikalna i rehabilitacijska medicina: osnove i liječenje. Zagreb: Medicinska naklada.					
	2. Ćurković B i suradnici. (2004). Fizikalna i rehabilitacijska medicina. Zagreb: Medicinska naklada.					
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective module SPORT MANAGEMENT

1. GENERAL INFORMATION			
1.1. Course teacher	Darija Omrčen, Ph.D. Senior Lecturer	1.6. Year of the study programme	5
1.2. Name of the course	COMMUNICATION IN SPORT MANAGEMENT	1.7. Credits (ECTS)	7
1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (25L+35E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Compulsory within the module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim is to broaden the knowledge of English technical vocabulary in management in sport and to develop communication skills in the English language.		
2.2. Course enrolment requirements and entry competences required for the course	No preconditions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Knowledge of technical vocabulary in the English language in sport management and knowledge of morphology, syntax and semantic of technical English language of sport management.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will:</p> <ul style="list-style-type: none"> - acquire basic knowledge of business communication, - learn vocabulary connected with corporate culture, - develop the capacity to communicate in compliance with cultural aspects, - learn terminology of sport management in the English language according to the topics in the programme, - develop the productive level of technical vocabulary in the English language in sport management, as well as the productive level of acquisition of English for specific purposes 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Introduction. Language, speech and culture. (1L) 2. Knowing the cultural environment as a precondition of selecting the way of communication. Speech and cultural and social trends. (2L) 3. What is a communication channel? Who is coding of a message? How is a message coded? The role of a prospective customer in coding the message. – Six basic questions of communication: who sends the message, what is the message sent, in which situation, who is/are recipient(s) of a message, through which channels is the message sent, what are the effects of the sent message. What is communication? Types of communication. Processes of communication. (2L) 		

4. Business communication. Types of business communication. Communication in an organization. Corporate cultures. (2L)
5. Communication and cultural characteristics. Verbal and nonverbal communication. Culture and language. (2L)
6. Communication between various levels in the hierarchical structure of an organization. Communication among the members of the same hierarchical level in the structure of an organization. (2L)
7. Types of jobs in a sport organization. Communication in sport. (2L)
8. English in communication in sport management. The role of communication in creating positive attitude and preferences of a prospective consumer towards a product or service. Terminology of sport management in English – its basic morphological characteristics. (2L)
9. The characteristics of discourse in sport management. The universal language of sport. The characteristics of the language of sport. (2L)
10. Globalization and sport. Importance of speaking foreign languages in sport management. Promotion and communication. Promotion as communication. (2L)
11. Characteristics of speech (verbal communication) in certain situations: speech in formal communication and speech in informal communication, language in other types of communication, characteristics of expression. Characteristics of the language of promotional messages. Promotion of sport and physical recreation-related contents in tourism destinations, promotion of health. (2L)
12. Personal communication in sport management. Communication in sport tourism management. (2L)
13. Characteristics of the English language in electronic media – reporting in sport, English in sport journalism. Characteristics of legal English in sport management. (2L)

Exercises

1. Introduction. English terminology connected with the structure of a company. (1E)
2. A global company. Collocations in terminology connected with the structure of a company. Defining the concepts connected with the structure of a company. Synonyms. Expressing the degree of meaning. (2E)
3. Global production. Synonyms. Definitions of terms. Terms connected with strategic planning. (2E)
4. Entering a foreign market. Collocations in terminology connected with the market. Planning the entering into a foreign market according to the given instructions. (2E)
5. International merger. Understanding the terms. Design of a hypothetical project of an international merger in the English language. (2E)
6. Business in the 21st century. Expressing attitudes. Planning. Characteristics of discourse in the English language that are connected with expressing attitudes and plans. (2E)
7. Corporate culture. Synonyms. Antonyms. Defining terms. Collocations. (2E)
8. Global careers. Defining terms. Prepositions. Expressing agreement and disagreement. (2E)
9. Management attitudes. Synonyms and near synonyms. Collocations. Word classes. (2E)
10. MBA. Expressing attitudes. Expressing preferences. (2E)
11. Recruiting. Asking questions in English. Answering the questions. (2E)
12. Selecting managers. Describing. Expressing the characteristics. Practising speech in formal and informal communication. (2E)
13. Education and training. Terminology connected with managerial skills. Expressing advice. Expressing opposites. Comparison. (2E)
14. Sport management. International managers. Terminology connected with sport as a business, sport industry, sport products, sponsorship, types of jobs in a sport organization, structure of an organization. (2E)
15. Thinking global. Acting local. Top management. (2E)

	16. Terminology connected with managerial skills. Terminology connected with sport tourism and physical recreation in tourism. (2E) 17. The language of sport equipment. Designing a promotional message in the English language. Writing a newspaper report in sport journalism in the English language. (2E) 18. Expressing agreement, disagreement, criticism, praise; asking questions in English (what to ask, how to ask); answering the questions (what should an answer be like – avoiding inconsistent expression). (2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	2	Oral exam	3	(other)	
	Written exam	2	Project		(other)	
2.10.. Grading and evaluating student work in class and at the final exam	Tests 29% Written exam 29% Oral exam 42%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Fox, R. (2006). Poslovna komunikacija. Zagreb: Hrvatska Sveučilišna naklada, Pučko otvoreno učilište.			1		
	Pilbeam, A. (2000). International Management. Harlow: Lonman, Financial Times – World Business Newspaper.			1		
2.12. Optional literature (at the time of submission of study programme proposal)						
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective courses

1. GENERAL INFORMATION			
1.1.Course teacher	Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	1.6.Year of the study programme	5
1.2.Name of the course	ELEMENTARY GAMES	1.7.Credits (ECTS)	2
1.3.Associate teachers	Mario Baić, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	100
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	To develop competences in the students for optimal selection of the games applicable by their contents to the development of certain anthropological characteristics of those involved in physical exercise in the areas of physical education, sport and physical recreation.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	Knowing the games and their classification. Types and characteristics of elementary games. The selection of games according to different ages of participants (for children of preschool age, younger and older school age, secondary-school age, higher-education age, adults). The selection of games aimed at the development of motor abilities (speed games, strength games, dexterity games ...) and at the development of physical condition abilities. The selection of games with the application of diverse requisites. The selection of games with regard to specific characteristics of space in which they are played. The selection of games in various organizational forms. Relay games. Team games. Elementary games with basic elements specific for various sports and/or sports disciplines. Elementary games in physical recreation. Elementary games in top-level sport. Elementary games suitable for the persons with special needs.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand the role of elementary games in everyday life, in PE classes, in physical recreation and in sports training; - apply adequate games according to: age, gender, the level of motor and functional abilities, the level of motor knowledge/skill, specific attributes of certain sport and/or sport discipline, capacities of players, material conditions and working conditions; - design a game of their own, taking into account specific features of players and the aim of the game; - analyse and recognize advantages and disadvantages of a particular game as regards its aims and tasks and organizational and practical applicability; - work in small teams on the creation of games and seminar work preparation; - present the game within the practical part of the exam. 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (2 contact hours are allocated to each topic):</p> <ol style="list-style-type: none"> 1. The classification of games; characteristics, types and attributes of elementary games; relay games, team games. 		

	<p>2. Characteristics of elementary games according to the age of the participants; application of diverse organizational forms of work and various equipment tools and requisites.</p> <p>3. The elementary games for the development of basic motor abilities and the elementary games appropriate for the persons with special needs.</p> <p>Theoretical-practical lectures and exercises (2TPL hours +2E hours are allocated to each topic):</p> <ol style="list-style-type: none"> 1. Elementary games for preschool children. 2. Elementary games with the natural movement patterns I. 3. Elementary games with the natural movement patterns II. 4. Relay games. Games for the development of motor abilities. 5. Elementary games appropriate for the persons with special needs. 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures	2.7.Comments:			
2.8.Student responsibilities	<ul style="list-style-type: none"> - To attend classes regularly (presence on the 80% of classes is stipulated – it includes all types of instruction: theoretical lectures, theoretical-practical lectures and exercises), pursuant to the general rules of class attendance at the Faculty of of Kinesiology); - To participate actively in instruction by creating work stimulating climate; - To produce a seminar essay; - To pass the practical part of the exam by the quality selection, coaching, demonstration and implementation of the game; - To pass the oral part of the exam. 					
2.9.Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	0.4	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.6	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 20%</p> <p>Written exam 25%</p> <p>Oral exam 30%</p> <p>Practical training 25%</p>					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Allu'e J.M. (2003). Velika knjiga igara. Zagreb: Profil International.		
	2. Batllori J., Fontán, S., Lozano, E. (2008). Velika knjiga igara 2 – 250 najboljih igara za svaku dob. Zagreb: Profil International.		
	3. Koritnik, M. (1978). 2000 igara. Zagreb: Zadrúžna štampa.		
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Hrs, J., Horvatin-Fučkar, M., Vlašić, J. (2011). Elementarne igre za slijepce o slabovidne osobe. u: Zbornik radova (ur. Andrijašević, M., Jurakić, D.) Međunarodne znanstveno-stručne konferencije "Sportska rekreacija u funkciji zdravlja". Osijek, 26. ožujka 2011., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 305-310. 2. Ivanković, A. (1982). Tjelesne vježbe i igre u predškolskom odgoju. Zagreb: Školska knjiga. 3. Nemeč, P., Nemeč, V. (2009). Elementarne igre i njihova primena. Beograd: SIA. 4. Šimek, S., Čustonja, Z. (2003). Elementarne igre u kondicijskoj pripremi sportaša. u: Milanović, D., Jukić, I. (ur.) Zbornik radova Međunarodnog znanstveno-stručnog skupa 'Kondicijska priprema sportaša', Zagreb, 21. – 22. 02. 2003., 278-283. 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Stjepan Heimer, M.D., Ph.D., (T)	1.6. Year of the study programme	5
1.2. Name of the course	PHYSICAL ACTIVITY EPIDEMIOLOGY	1.7. Credits (ECTS)	2
1.3. Associate teachers	Marija Rakovac, M.D., Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to gain insight into: the prevalence of physical inactivity, diseases, and other health disturbances related to sedentary lifestyle; scientific evidence on sanogenic influence of recommended level of physical activity on health status and prevention of chronic diseases; public health measures for change of sedentary lifestyle in different domains.		
2.2. Course enrolment requirements and entry competences required for the course	Completed courses from the area of human biology (Functional Anatomy, Physiology of Sport and Exercise, Biological Kinanthropology).		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Specific competences: Acquisition of knowledge and skills to consider strategically the range and importance of prevalence of physical inactivity and its influence on health and quality of life. Knowledge of epidemiological research on relationship between physical activity and health.</p> <p>General competences: Involvement in preparation of the action plans for health-enhancing physical activity on different levels of the state.</p>		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Importance of physical inactivity in public health, social, and economic areas. - Learning about health risk factors related to lifestyles and behaviour, their prevalence and the size of their effect on the human body. - Methodology of measurement and monitoring of physical activity and health outcomes. - The terms – incidence and prevalence, morbidity and mortality – under the influence of hypokinesia and related risk factors. - Mechanisms of effects of physical activity on health protection and prevention of risk factors and chronic diseases. - Action plans for physical activity and implementation of measures on different levels and domains. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 hours per week):</p> <ol style="list-style-type: none"> 1. Introduction to physical activity epidemiology. (2L) 2. Origin and history of physical activity epidemiology. (2L) 3. Measurement and monitoring of physical activity and fitness. (4L) 4. Physical activity and coronary heart disease. (6L) 5. Physical activity and arterial hypertension. (4L) 6. Physical activity and hyperlipidemia. (2L) 7. Physical activity and obesity. (6L) 8. Physical activity and osteoporosis. (4L) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures		2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular class attendance, participation in discussions, preparation of a seminar essay on a topic by choice, from the field of Physical Activity Epidemiology.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0.5 (other)
	Tests		Oral exam	1 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 50%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Heimer, S. (ur.) (2009). Epidemiologija tjelesne aktivnosti.. Nastavne teme. Skripta Kineziološkog fakulteta Sveučilišta u Zagrebu.		10	Electronic
	2. Mišigoj-Duraković, M. i sur. (1999). Tjelesno vježbanje i zdravlje. Zagreb: Grafos.		15	
	3. Svjetska zdravstvena organizacija, Ured za Europu, (2010). Koraci prema zdravlju – Europski okvir za unapređenje tjelesne aktivnosti za zdravlje. (prijevod S. Heimer). Kineziološki fakultet Sveučilišta u Zagrebu. (WHO, Steps to health, translation into Croatian)		15	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Svjetska zdravstvena organizacija, Ured za Europu, (2010). Tjelesna aktivnost i zdravlje u Europi – Dokazi za akciju. (prijevod S. Heimer). Kineziološki fakultet Sveučilišta u Zagrebu. (WHO, PA and health in Europe, translation into Croatian) 2. Svjetska zdravstvena organizacija, Ured za Europu, (2009). Promicanje tjelesne aktivnosti i aktivnog života u gradskim sredinama – Uloga lokalnih vlasti (prijevod S. Heimer). Kineziološki fakultet Sveučilišta u Zagrebu. (WHO, Promoting physical activity and active living in urban environments, translation into Croatian) 3. Heimer S., Rakovac, M. (2006). Tjelesno vježbanje u zaštiti i unapređenju zdravlja. u: Heimer, S., Čajavec, R. (ur.) Medicina sporta, (sveuč. udžbenik), Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 171-176.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Franjo Prot, Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	EVALUATION OF KINESIOLOGICAL TREATMENTS	1.7. Credits (ECTS)	2
1.3. Associate teachers	Assist.Prof.Goran Sporiš, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To train the students to individually or as a group take part in devising the experimental design for a research project, keeping in mind the specificities within particular domains. Also, the aim of the course is to train the students to adequately describe and interpret collected data in a form of a written research report.		
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Basic terms and logic of the evaluation of kinesiological treatments. Types of kinesiological interventions and the purpose of their evaluation. Theoretical, methodological and practical aspects of program evaluation. Evaluation models by determining qualitative and quantitative changes. Evaluation research design. Planning the evaluation procedures (defining the aims, criteria and standards for program effectiveness evaluation, selecting the experimental design, data analysis procedures). Reporting the evaluation results (structure of a report; adjusting it to the users).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Assessing the quantitative and/or qualitative changes caused by kinesiological transformation procedure, by the description and interpretation of gathered data as well as by presenting the results in a form of a written report. Training the students so that they will be able to independently, or as members of a team, take part in devising the evaluation research design.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Basic terms and principles of evaluation of kinesiological treatments. Types of kinesiological interventions and a purpose of their evaluation. (2L+.2E) 2. Theoretical, methodological and practical aspects of program evaluation. Evaluation models by determining qualitative and quantitative changes. (2L+2E) 3. Evaluation research design; planning the evaluation procedures (defining the aims, criteria and standards for program effectiveness evaluation, selecting the experimental design, data analysis procedures). (3L+3E) 4. An example of evaluation by assessing the quantitative changes. (2L+2E) 5. An example of evaluation by assessing the qualitative changes. (2L+2E) 6. Writing an evaluation report (the structure of a report; adjusting it for the users) (4L+4E) 		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:		
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and the internet			
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)			
	<input type="checkbox"/> field work				
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	0.5	Practical training
	Experimental work	0.5	Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	0.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Experimental work 25% Research 25% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Momirović, K., Prot, F., Dugić, D., Bosnar, K., Erjavec, N., Gredelj, M., Kern, J., Dobrić, V., Radaković, J. (1987). Metode, algoritmi i programi za analizu kvantitativnih i kvalitativnih promjena. Zagreb: Institut za kineziologiju.				PDF
	2. Prot, F. (1996). Metode, modeli i algoritmi za analizu kvalitativnih promjena pod utjecajem kinezioloških transformacijskih operatora. Disertacija. Zagreb: Fakultet za fizičku kulturu.				PDF
	3. Momirović, K. (1984). Kvantitativne metode za programiranje i kontrolu treninga. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				PDF
2.12. Optional literature (at the time of submission of study programme proposal)	1. Momirović, K., Štalec, J., Prot, F., Bosnar, K., Viskić-Štalec, N., Pavičić, L., Dobrić, V. (1984). Kompjuterski programi za klasifikaciju, selekciju, programiranje i kontrolu treninga. Zagreb: Fakultet za fizičku kulturu, 2. Momirović, K. (1972). Metode za transformaciju i kondenzaciju kinezioloških informacija. Zagreb: Institut za kineziologiju.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Jure Zovko, Ph.D.	1.6. Year of the study programme	5
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1.2. Name of the course	PHILOSOPHY OF SPORT		1.7. Credits (ECTS)	2
1.3. Associate teachers	Sunčica Bartoluci, Mag.Soc.		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (20L+10S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	Level 1
2. COURSE DESCRIPTION				
2.1. Course objectives	<ul style="list-style-type: none"> - Development of philosophical reflection. - Critical contemplation regarding the sport and the sport-related phenomena. 			
2.2. Course enrolment requirements and entry competences required for the course	No enrollment requirements.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will develop their own philosophical stands with regard to the areas of sport and physical activity.			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire knowledge necessary for (i) understanding key ethical issues in sport, (ii) contemplating philosophical subjects, as well as (iii) application of theoretical findings in practical setting.			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Philosophy of sport – subjects and perspectives. (2L) 2. Classics in philosophy and sport (Heraklit, Platon, Wittgenstein...). (2L) 3. Body – spirit; good – nice – fair. (3L) 4. Fair-play in sport. (2S) 5. Sportsmanlike conduct and fairness. (2L) 6. Play and sport. <i>Homo ludens</i> – human being as a creature of play. (2S) 7. Competition and the quest for excellence. (2L) 8. Doping in sport. (2S) 9. Ethics of optimum measure and ethics of maximum. (2L) 10. Nationalism and sport. (2P) 11. Olympism and critics of the Olympics. (2S) 12. Contemporary sport-related values. (2L) 13. Commercialization of sport. (2S) 14. Globalization of sport. (2L) 15. The future of sport. (2L) <p>Students prepare for classes in consultation with their teachers – literature for each subject is agreed upon with regard to the interest of a particular student as well as to the possibilities of using literature written in English or German language.</p>			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular class attendance and active class participation, individual and group assignments (collecting materials and preparing oral presentation).			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0.5 (other)
	Tests		Oral exam	1 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral or written exam 50%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Kretchmar, R. S. (1994). Practical Philosophy of Sport , Illinois: Human Kinetics. (odabrana poglavlja).		1	
	2. Simon, Robert, L. (2006). Fair play: etika sporta. Beograd: Službeni glasnik.		1	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Holowchak, A.M. (Ed). Philosophy of Sport: Critical Readings, Crucial Issues. Upper Saddle River, New Jersey: Prentice Hall. 2. Loland, S. (2002) Fair Play in Sport: A Moral Norm System , London: Routledge. 3. McNamee, M. J. and Parry, S. J. (Eds.) (1998) Ethics and Sport , London, Routledge. 4. Morgan, W.J. & Meier, K.V. (Eds.) (1988) Philosophic Inquiry in Sport , Illinois: Human Kinetics. 5. Macura, Dušan (ur.), Hosta, Milan (ur.). Philosophy of sport and other essays : proceedings book. Ljubljana: Faculty of Sport: Eleventh Academy, 2004. 280 str.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION

1.1. Course teacher	Prof.Marjeta Mišigoj-Duraković, M.D., Ph.D., (T)	1.6. Year of the study programme	5
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1.2. Name of the course	GERONTOKINESIOLOGY	1.7. Credits (ECTS)	2
1.3. Associate teachers	Assist.Prof.Mario Kasović, Ph.D. Part-time Associate: Prof. Zijad Duraković, M.D., Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	60
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to enable students for the work in the area of kinesiology of exercise of the elderly population, which includes acquisition of knowledge and competences for independent conducting, planning, programming, and organizing programmes adapted to the elderly population.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - understanding the problems and specificities of the work with the elderly population; - applying knowledge and competences in planning and programming, and independent conducting of the kinesiological programmes; - identifying and analyzing the effects with the aim of improvement of quality of the programmes. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the importance and role of physical activity and all its characteristics in preserving quality of life in the elderly population; - apply adequate kinesiological work methods, contents, aids, and equipment; - independently design kinesiological plan and programme adapted to the characteristics of the age and health status of the elderly population; - recognize and analyze the effects of the programme; - collaborate with competent experts in the field of geriatrics; - present the programme and its qualities. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. The basics of gerontological aspects of kinesiology. (3L) 2. Assessment of physiological age in elderly persons. (3L) 3. Characteristics of functional ability of elderly persons. (3L) 4. Specific goals and influence of the kinesiological programmes in maintenance of functional ability. (3L) 5. Influence and kinesiological mechanisms in prevention and rehabilitation of chronic diseases in the elderly population. (3L) 6. Planning, programming, design, realization, and control of the kinesiological programmes intended for the elderly population. (3S) 7. Design, realization, and control of the programmes for the maintenance and improvement of functional abilities in the elderly persons. (3S) 8. Design, realization, and control of the specific programmes for the prevention of osteoporosis. (3S) 		

	9. Design, realization, and control of the specific programmes for the prevention of obesity and the reduction of body weight. (3S)				
	10. Design, realization, and control of the specific programmes for the improvement of balance and coordination.(3S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active and concrete work in class, work in group, and independent work in individual tasks solving.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam	0.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 50% Seminar essay 25% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Mišigoj-Duraković, M., Duraković, Z. (1999). Starija životna dob. u: Tjelesno vježbanje i zdravlje. Zagreb: Grafos, FFK, 75-96.				
	Duraković, Z. i sur. (2008). Gerijatrija. Medixova medicinska biblioteka.				
2.12. Optional literature (at the time of submission of study programme proposal)	Wilmore, I.K., Costill, D.L. Physiology of Sport and Exercise. (odabrana poglavlja). Champaign, Ill.: Human Kinetics Books .				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Zdravko Babić, M.D., Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	CARDIOPULMONARY RESUSCITATION FOR KINESIOLOGISTS	1.7. Credits (ECTS)	2

1.3. Associate teachers	Maroje Sorić, M.D., Ph.D., Research Novice/Senior Assistant	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>During the everyday work, a master of kinesiology teaches physical activity, often a high-intensity activity, to persons of different age groups and, often, unknown health state. Beside injuries, during the activities severe disorders of the cardiorespiratory system can occur and lead to the loss of consciousness, cessation of breathing and heart function, known as cardiorespiratory arrest or sudden death. Urgent recognition of this condition and initiating cardiopulmonary resuscitation bridges the time gap until the arrival of the ambulance, and can be crucial for survival of the victim. The loss of invaluable first minutes in the state of cardiorespiratory arrest can lead either to severe permanent consequences (in case the belated cardiopulmonary resuscitation is successful) or to the victim's death.</p> <p>The objective of the elective course Cardiopulmonary Resuscitation for Kinesiologists is acquisition of knowledge of the most common causes and frequency of cardiorespiratory arrest, possibilities of its early recognition and prevention. The historical development of cardiopulmonary resuscitation will be presented. The 'chain of survival' will be presented – it will be emphasized that the person who is present at the moment of the victim's sudden death and starts the resuscitation procedure is equally important as the medical personnel that continues to treat the victim afterwards. The largest part of the elective course will be dedicated to basic life support of adults. Students will gain theoretical and practical knowledge and skills of recognizing cardiorespiratory arrest, performing artificial ventilation, external cardiac massage, and the use of automated external defibrillator. Specificities of basic life support of children and drowning victims will also be presented, as these are the populations that kinesiologists can also meet in their everyday work. Finally, the presentation of advanced life support will be given – following basic life support, advanced life support is continued by physicians and other medical personnel until recovery of the victim or until declaration of death.</p>		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - safe practice in physical education classes; - safe practice in programmes of physical activity in children and adults. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - recognize early cardiorespiratory arrest (loss of consciousness, absence of breathing and cessation of the heart's pump function), - prevent imminent cardiorespiratory arrest, - apply different methods to assure the airway is kept open, - perform artificial ventilation, - perform external cardiac massage, - use automated external defibrillator, - perform basic life support in children, 		

	- perform basic life support in drowning victims, - refer the state of the victim to medical personnel.					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Definition of sudden death. Historical development of sudden death. (2L) 2. Epidemiology of sudden death: from the scientific research, through guidelines, to everyday work. (2L) 3. Sudden death in athletes and in the general population. The chain of survival. (2L) 4. Recognizing cardiorespiratory arrest. Artificial ventilation and external cardiac massage. (2L) 5. The use of automated external defibrillator. (2L) 6. Specificities of basic life support in children. (2L) 7. Specificities of basic life support in drowning victims. (2L+2E) 8. Advanced life support. (1L+1E) 9. Checking and recognizing central and peripheral arterial pulse. Clearing and keeping the airway open; lateral recovery position. (2E) 10. Artificial ventilation. (2E) 11. External cardiac massage. (2E) 12. Checking and recognizing central and peripheral arterial pulse in children. Clearing and keeping the airway open; lateral recovery position in children. (2E) 13. Artificial ventilation in children. (2E) 14. External cardiac massage in children. (2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments: Theoretical and practical classes of advanced life support in adults will be held in intensive care premises of the University Hospital, in which these treatments are performed on a daily basis.	
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	0.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Written exam 25% Practical training 50%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Hrvatsko društvo za reanimatologiju Hrvatskog liječničkog zbora. Osnovni postupci oživljavanja uz korištenje automatskih vanjskih defibrilatora.		X
	2. Ivanković D., Radonić R. (2008).Kardiopulmonalna cerebralna resuscitacija. u: Vrhovac B. i sur. Interna medicina. Zagreb: Naklada Ljevak, 387-391		X
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Hrvatsko društvo za reanimatologiju Hrvatskog liječničkog zbora (2007). Napredno održavanje života, Zagreb: Medicinska naklada. 2. Handley, A. J., Koster, R., Monsieurs, K., Perkins, G. D., Davies, S., Bossaert, L. (2005) European Resuscitation Council Guidelines for Resuscitation 2005 Section 2. Adult basic life support and use of automated external defibrillators. Resuscitation, S7 - S23. 3. American Heart Association in collaboration with the International Committee on Resuscitation. (2005) Guidelines 2005 for cardiopulmonary resuscitation and emergency cardiovascular care. Part 7.2: Management of cardiac arrest. Circulation, 112:IV58-IV66 4. Myerburg, R. J., Castellanos, A. (2008). Approach to cardiac arrest and life-threatening arrhythmias. u: Goldman, L., Ausiello, D., Cecil Medicine. 23rd edition, Philadelphia: Saunders Elsevier. 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1.Course teacher	Assist.Prof. Renata Barić, Ph.D.	1.6.Year of the study programme	5
1.2.Name of the course	MOTIVATION IN SPORT	1.7.Credits (ECTS)	2
1.3.Associate teachers	<u>Part-time Associate</u> Assist.Prof. Saša Cecić Erpič, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (20L+8E+2S)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	35
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2. (10%)
2. COURSE DESCRIPTION			
2.1.Course objectives	Detailed familiarization of the students with the concepts of motivation in sport through the introduction of a series of theoretical and applied motivation-related issues and through finding practical answers to them based upon the contemporary theoretical models of motivation in sport and the results of recent research. The primary causes and effects will be identified of diverse motivational patterns and intervention strategies for motivation enhancement in athletes of different age, gender, involvement in sport levels and in different sport career stages will be studied. The most influential disposition (like goal orientation, perfectionism, personality traits, sensitivity to awards/punishment) and motivation-related situational (like the coach and leadership, motivational climate, cohesiveness) psychosocial factors will be defined. The students will be taught to use diverse techniques of motivation regulation and management in training process, in competition preparation, at the competition and after it.		
2.2.Course enrolment requirements and entry competences required for the course	Completed <i>Psychology in Kinesiology</i> courses.		
2.3.Learning outcomes at the level of the programme to which the course contributes	<p>The students will:</p> <ul style="list-style-type: none"> - understand the mechanism of the influence the motivational variables have on the participation in sports activity; - gain knowledge about the influence various factors and characteristics of sport milieu have on motivation of athletes/those who exercise; - be empowered to apply efficiently the adopted knowledge of motivation and will develop skills of motivation management in persons involved in sports. These knowledge and skills will facilitate and improve their future professional performance (as teachers, coaches or physical recreation experts), thus also contributing to the pleasure and satisfaction enhancement in the sport and exercise participants and to the reduction of dropout rates. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will:</p> <ul style="list-style-type: none"> - acquire the basic knowledge of motivation, motivational concepts and their operation in sport environment and their influence on sport performance; be familiarized with the contemporary theoretical models of motivation in sport; - get acquainted with the factors that have influence on motivation structure formation in athletes and coaches and with the optimal motivation profile; - be able to discriminate among diverse dispositional and situational variables influence on motivational structure formation and change in athletes and those who exercise; 		

- be familiarized with the positive and negative aspects of coach's leadership and behaviour as well as with the influence of such behaviour patterns on motivation formation in athletes;
- acquire strategies and procedures for the desirable motivation climate formation within sport context and will be able to recognize signs of the deteriorate motivation;
- adopt the techniques of goal setting and the methods of goal-realization evaluation within the long-term sport preparation context;
- become aware of how crucially important is to apply positive approach to work with athletes, that is, to accentuate task orientation and pleasure in doing the activity because of just doing it and to reduce performance and result imperative; practical instructions will be offered to the students how to implement it in practice while respecting the principles of training periodization.

Lectures, seminars, exercises

Theoretical models of motivation in sport

1. Theory of cognitive evaluation. Achievement theory. (2L)
2. Integrated model of antecedents and consequences of coach's behaviour. (2L)
3. The motive of achievement. Achievement motivation in sport. (2L)

Motivational concepts in sport

4. Intrinsic motivation and extrinsic motivation. Intrinsic motivation and self-determination. Self-perceived competence and intrinsic motivation. (2L)
5. Commendation and criticism. (2E)
6. Intrinsic motivation in sport – the development of intrinsic motivation; competition and intrinsic motivation; environmental/extrinsic stimulations and intrinsic motivation. (2L)
7. Goal orientation in sport – task-orientation vs performance-orientation. The development of goal orientation. The characteristics of the concepts of goal orientation. Correlates of goal orientation in sport (cognitive, affective and behavioural). (2L)
8. How to recognize and discriminate motivational patterns? (2E)
9. Motivational climate. Profiles of motivational climate in sport. Correlates of motivational climate in sport (intrinsic motivation, cognitions and emotions, success/failure perception, cohesiveness). (2L)

10. Goal setting in sport. (2E)

Motivation in sport practice

11. Motivation of athletes from the aspect of the coach-athlete relationship. The structural model of disposition and situation determinants of motivation in sport. (2L)
12. A coach/trainer as a (de)motivator. The negative influences on athlete's motivation – a defeat, fear of failure/success, self-confidence, anxiety. (2L)
13. Drop-outs in sport. Injury and the end of sports career – repercussions on motivation. (2L)
14. Practical recommendations for the development of motivation in athletes of diverse age and quality level. (2E)
15. The presentation of students' research reports, common analysis and evaluation. Students' evaluation of the process of instruction and of the teachers. (2S)

2.5.Course content broken down in detail by weekly class schedule (syllabus)

2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:		
2.8.Student responsibilities	The students are expected to attend regularly the classes, to be attentive and active during lectures and seminars and to produce a seminar paper (the report of the research) based on the practical assignment, executed in small groups, which they have created on their own, conducted on the field, defined experimental design, and composed the report. The report should be presented during exercises. All the mentioned is obligatory and contributes to the final total grade, together with the final written exam. .				
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam		(other)
	Written exam	1.25	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Written exam 60% Seminar essay 30%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Horga, S. (2009). Psihologija sporta. Zagreb: Kineziološki fakultet.			20	yes
	2. Cox, R.H. (2005). Psihologija sporta. Jastrebarsko: Naklada Slap.			2	yes
	3. U pripremi je knjiga <i>Psihologija motivacije u sportu</i> autorice R. Barić koja bi perspektivno bila osnovni udžbenik za ovaj kolegij.				
2.12.Optional literature (at the time of submission of study programme proposal)	1. Barić, R. (2010). Psihološki aspekti košarkaške igre - motivacija , u: Matković, B. (ur.) Antropološka analiza košarkaške igre, Zagreb: Kineziološki fakultet, 131-166. 2. Barić, R., Bucik, V. (2009). Motivational differences in athletes trained by coaches of different motivational and leadership profiles . Kinesiology (41)2, 181-194. 3. Barić, R. (2007). The relationship of coach's leadership behaviour and his motivational structure with athletes' motivational tendencies. Dissertation. Ljubljana: Filozofski fakultet, Odsjek za psihologiju. 4. Barić, R. (2005). Motivacijska klima u sportskoj ekipi: situacijske i dispozicijske determinante. Društvena istraživanja, 78-79(4-5), 784-805. 5. Barić, R., Cecić-Erpič, S., Babić, V. (2002). Intrinsic motivation and goal orientation in track-and-field children. Kinesiology, 34(1), 50-60.				
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1.Course teacher	Assist.Prof. Goran Sporiš, Ph.D.	1.6.Year of the study programme	5
1.2.Name of the course	NOTATIONAL ANALYSIS	1.7.Credits (ECTS)	2
1.2. Associate teachers	Dario Škegro, Mag.Cin. Part-time Associates Mario Jovanović, Mag.Cin. Krešimir Šamija, Ph.D.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (20L+10S)
1.3. Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	30
1.4. Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1.Course objectives	To give the student knowledge about the purpose of manual and computerized notation systems. The application of notational analysis with the aim to evaluate tactics, technique, movement quality, then to develop and model data base and to educate coaches and players. Similarities of and differences between the biomechanical and notational analysis. Audi-visual and computer equipment in manual and computerized notational analysis. The application of diverse softwares for the technical and tactical performance analyses (notation system and monitoring system).		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The basic characteristics of manual and computerized notation systems. Advantages and drawbacks of the manual and computerized notation systems. Reliability, objectivity and validity of various notation systems.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The production and development of one's own notation system. Data collecting systems: distribution diagrams, frequency tables and serial data systems. Generic notation systems in matches (team sports). The comparison of the groups of results obtained by the notational analysis and introduction to the scientific investigations related to the implementation of notational analysis.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (4 contact hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Fundamental characteristics of manual and computerized notation systems. 2. Advantages and drawbacks of the manual and computerized notation systems. 3. Reliability, objectivity and validity of various notation systems. 4. The application of notational analysis to the evaluation of tactics and techniques, to the movement analysis, to the development and modelling of data bases, and to the education of coaches and players. 5. Similarities of and differences between the biomechanical and notational analyses. <p>Seminars</p> <ol style="list-style-type: none"> 1. Audio-visual and computer equipment in manual and computerized notational analysis. (3) 2. The application of diverse softwares to tactical and technical performance analysis (notation system and monitoring systems) (3) 		

	3. The comparison of the groups of results obtained by the notational analysis and introduction to the scientific investigations related to the implementation of notational analysis. (4)					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(other)	
	Essay		Seminar essay	0,5	(other)	
	Tests		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar paper 25% Oral exam 25% Practical training 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Talović, M., Fiorentini, F., Sporiš, G., Jelešković, E., Ujević, B., Jovanović, M. (2011). Notacijska analiza u nogometu . Sarajevo: Fakultet sporta i tjelesnog odgoja, Sveučilišta u Sarajevu.					
2. Hughes, M., Dancs, H., Nagyvárad, K., Polgár, T., James, N., Sporis, G., Vuckovic, G. (Eds.) (2010). Research Methods and Performance Analysis . Szombathely, Hungary: University of West Hungary.						
2.12.Optional literature (at the time of submission of study programme proposal)	1. Jelešković, E., Jozak, H., Talović, M., Sporiš, G., Ramadanović, M. (2010). Correlation between Fitness profile and situation efficiency in soccer . Homo Sporticus. 12, 2: 11-16					
	2. Sporis, G., Naglič, V., Milanović L., Talović, M., Jelešković, E. (2010). Fitness Profile Of Young Elite Basketball Players (Cadets) . Acta Kinesiologica. 4, 2: 62-68.					
	3. Šamija, K., Sporiš, G., Jozak, H., Talović, M., Jelešković, E. (2010). Correlation Between The Indicators Of Situational Efficiency, Morphological Characteristics And Functional Abilities Of Football Players . Sport Science. 3, 2: 39-44.					
	4. Sporiš, G., Vučetić, V., Jerković, M. (2007). The relationship between sprinting and kicking performance . International Journal of Performance Analysis in Sport. 6, 1: 120-129.					
	5. Sporiš, G., Šango, J., Vučetić, V., Mašina, T. (2006). Latent Structure of Standard Indicators of Game Related Efficiency in Basketball . International Journal of Performance Analysis in Sport. 6, 1: 120-129.					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Assist.Prof. Elenmari Pletikos Olof, Ph.D.	1.6.Year of the study programme	5
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1.2.Name of the course	BUSINESS COMMUNICATION AND MEDIA APPEARANCE FOR KINESIOLOGY STUDENTS	1.7.Credits (ECTS)	2
1.3.Associate teachers	Diana Tomić, Mag.A.	1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	50
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1.Course objectives	The aim of this course is to provide students with theoretical background and practice in communication skills in business. In order to fulfill the duties of their professional life (as a coach, member of club management, head of sport's centre, manager, teacher, sports commentator or journalist) they should be informed about two types of communication, written and oral, most frequent dialogue forms like negotiation and meetings and rules of broadcasting. These skills will enable majority to organize most business activities and participate in them, lead media communication and perform as a manager and leader, which becomes more and more important.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Learn business communication forms - Organize business meeting and negotiations - Master media communication skills 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - Write resume, CV, memo or statement - Understand question of manners in business world. - Prepare and organize business meeting and analyze their features as we agreed, - Prepare business negotiations and asses their success, - Work in a time pro business meeting preparation and negotiations, - Prepare a statement for media, - Prepare for an interview (as both: interviewer and guest) - Prepare and participate in a press conference. 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Functional styles; difference between written and spoken language, Preparation of written forms: memo, CV, report, statement, e-mail. Language accuracy and frequent expressions in some forms. (2L) 2. Analysis of student examples from written forms: advice from experts in HR. (2S) 3. Etiquette in business: addressing, job interview rules – advice for both employer and employee, social awareness, telephone and internet etiquette, etiquette in informal business environment; traveling etiquette. (2L) 4. Nonverbal communication in business: 5 K as a basis for understanding non-verbal message in business – difference between business and social look, handshake, space limitations, significance of a touch, cultural 		

	<p>differences in nonverbal communication – preparation for business communication with different culture. Clothes as non-verbal sign – matter of appropriateness. (2L)</p> <p>5. Business meeting: characteristics of an efficient meeting; why is meeting even needed, aim, types, preparation, action, control of the arranged activities, forming an invitation letter, moderator – styles, meetings and new media – videoconferencing. (2L)</p> <p>6. Assignment: preparation, organization and analysis of a meeting (sport club management, supervisory board, teacher council etc.). The situations are defined depending on the student's interest. (2S)</p> <p>7. Basic negotiation terms: the aim – consensus, negotiation types, the elements of negotiation process, BATNA, strategies and tactics, communication – key to successful negotiations, emotions and negotiations, creativity and bargaining, seven pillars of negotiation wisdom. (2L)</p> <p>8. Assignment: negotiation and analysis of results. Possible negotiations: organization of sport competition, negotiations between a federation and local government, selling or buying of an athlete, organizing fieldwork for students.</p> <p>9. Media appearance: preparations, journalistic aims – understanding, fulfilling or rejecting, statement preparation – practical advice; clear message; differences and similarities between radio and television appearance, answering though questions, interview authorization, structure of an interview, preparation for interviewing, camera and mic – where to watch? Nonverbal signs in an interview. (2L)</p> <p>10. Assignment: recording of students' media statements (topic is determined for every year depending on the current situation), analysis and advice for better message formation and media appearance</p> <p>11. Assignment: recording of students' interviews (interviewer and guest) and analysis. (2S)</p> <p>12. Sports commentator and guest commentator in sport broadcasting: content preparation – numbers, facts, statistics – source and ethics; analysis of video material, useful expressions and fluency, media etiquette – breaking the rules and facing the consequences. (2L)</p> <p>13. Assignment: students take the role of either commentator or guest of a football game (3 min per student) (2S)</p> <p>14. Press conference: definition, types, preparation for the organizer and participants, feedback, media analysis. (1L+1S)</p> <p>15. Assignment: preparation and organization of a press conference. (2S)</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Regular attendance and in-class participation; regular in-class speech preparation; assignments and other activities available on e-learning system. Regular seminar preparation. Exam.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests	0.5	Oral exam		(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Testa / Quizzes 25% Seminar essay 25% Assignments 25%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Fox, R. (2006). Poslovno komuniciranje. Zagreb: Hrvatska sveučilišna naklada.		
	Ostrečki, E. (1995). Poslovno komuniciranje i poslovni bonton. Zagreb: Edo.		
	Tomić, D. Poslovno komuniciranje i medijski nastupi za kineziologe – Nastavni materijali – skripta, dostupno na sustavu za učenje na daljinu. (u pripremi)		yes
2.12. Optional literature (at the time of submission of study programme proposal)	Cohen, S. (2002). Negotiating Skills for Managers. New York: McGraw Hill. Essex, W. (2006). Can I Quote You on That – A practical guide for anyone about to be interviewed in print, over the phone, on TV or on the radio. Hampshire: Harriman House LTD. Hunt Chaney, L., St. Clair Martin, J., (2007). The essential guide to business etiquette. Westport: Praeger Publishers. Leineman, R., Baikatseva, E. (2006). How to manage successful press conference. Hampshire: Gower Publishing Limited. Reardon, N. (2006). How to Report, Anchor & Interview. Amsterdam: Elsevier.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	NUTRITION OF ATHLETES	1.7. Credits (ECTS)	2

1.3. Associate teachers	Research Assist. Maroje Sorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to attain knowledge important for working in the field of sports kinesiology and kinesiology of physical recreation, especially in top-level sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - work in the field of sports kinesiology and kinesiology of physical recreation - promotion of healthy lifestyle 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be qualified for: <ul style="list-style-type: none"> - understanding adequate nutrition/diet compatible with healthy lifestyle, - understanding daily nutritional requirements of top-level athletes in different sports disciplines, - differentiating healthy and unhealthy food, - analyzing common nutritional habits, - planning daily food intake for athletes and physically active/recreational population. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Biochemical basics of nutrition (1L) 2. Relationship between nutrition and metabolism (1L) 3. Dieting habits of athletes (1S) 4. Energy continuum (1L) 5. Basic principles of athletes' diet (1L+1S) 6. Energy intake through food (1L+1S) 7. Carbohydrates in athletes' diet (1L+2S) 8. Significance of liquid supply and compensation during training and competition (1L+1S) 9. Vitamins and minerals (1L+2S) 10. Proteins in strength and endurance athletes' diet (1L+1S) 11. Nutrition prior to competition in endurance sports (1L+1S) 12. Athletes' nutrition planning. Pre-competition meal. (1L+2S) 13. Ergogenic aids: pharmacological nutritional, physiological means, hormones (1L+2S) 14. Diets in body mass reduction (1L+1S) 15. Methods for nutritional status assessment (1L+1S) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:

	<input type="checkbox"/> field work		
2.8. Student responsibilities	Regular class attendance, interest and activity during classes, writing seminar essay and presentations.		
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research
	Experimental work		Report
	Essay		Seminar essay
	Tests	1	Oral exam
	Written exam	2	Project
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Tests 50% Students who don't meet the assigned grading criteria during classes, take the final exam in written form (100%).		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Pećina M. (ur.) (2003). Športska medicina. Zagreb: Medicinska naklada, 35-47.	10	
	2. Mišigoj-Duraković, M. (2008). Kinantropologija - biološki aspekti vježbanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 56-95.	20	
	3. Duraković, Z., Mišigoj-Duraković, M. (ur.) (2000). Klinička toskikologija. Zagreb: Grafos, 238-243.	5	
2.12. Optional literature (at the time of submission of study programme proposal)	2. Jeukendrup, A., Gleeson, M. (2010). Sports nutrition. Champaign, Illinois: Human Kinetics Books.. 3. Mišigoj-Duraković, M. i sur. (1999). Tjelesno vježbanje i zdravlje. Zagreb: Grafos, FFK. 4. Wilmore, I. K., Costill, D. L. (2008). Physiology of Sport and Exercise. Champaign, Illinois: Human Kinetics Books. (odabrana poglavlja)		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Saša Janković, M.D., Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	SPORTS INJURY PREVENTION	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Igor Jukić, Ph.D. Tatjana Trošt Bobić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)

1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of the basic theoretical knowledge that will enable students to plan programmes of preventive exercises for athletes of different ages, gender, and sports discipline.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to choose methods and programmes of preventive training. These methods and programmes will be applied mostly in individual training programmes and programmes with homogeneous groups. After passing the exam, students will be able to plan, realize, and control such trainings.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Enabling students to recognize the risk factors and injury mechanisms in sport. - Enabling students to choose methods and programmes of preventive training. - Enabling students to conduct and monitor preventive trainings – individual trainings or trainings with homogeneous groups. This especially concerns knowledge and skills that will prepare the athletes to avoid injuries in urgent situations (anticipation and solutions in dangerous situations, speed of reactions and techniques of voluntary and involuntary landings). - Enabling students for further research of the area of sports injury prevention and for the systematic implementation of new findings in the sports practice. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 lecture hours for each teaching topic, except for the topic no. 1, which is taught during 1 lecture hour)</p> <ol style="list-style-type: none"> 1. Global system of sports injury prevention (4 steps). 2. Sports injuries and overuse syndromes. 3. Sports injury epidemiology (frequency, types and importance, identification of problems by sports). 4. Risk factors and injury mechanisms in sports injuries. 5. Athlete's recovery. 6. Diagnostics in prevention of sports injuries. 7. Methodics and programming of the training in prevention of sports injuries. 8. Physical conditioning in prevention of sports injuries. <p>Seminar (2 seminar hours for each teaching topic, except for the topic no. 7, which is taught during 3 seminar hours)</p> <ol style="list-style-type: none"> 1. Strength training in prevention of sports injuries. 2. Training of explosive jumping strength and speed in prevention of sports injuries. 3. Development of proprioception and balance (postural control) in prevention of sports injuries. 4. Stretching exercises in prevention of sports injuries. 5. Complex neuroma. Circular training in prevention of sports injuries. 6. Training in children and youth in prevention of sports injuries. 		

	<p>7. Analysis of effects of the preventive exercise programme – scientific basis.</p> <p>Injury prevention system in high performance sport consists of preventive diagnostics of the athlete's status, development and preservation of physical capabilities, learning and perfecting motor skills, long-term sport preparation (with consistent respect of the training principles and acquisition of integral preparedness), the use of ergogenic aids. The contents of the elective course "Sports injury prevention" include procedures of the preventive diagnostics of the athlete's status, consisting of procedures such as medical examinations, biochemical diagnostics, posturography, pedobarography, isokinetic diagnostics, and neuromuscular analysis. Preventive diagnostics represents the basis for planning of the programmes of sports injury prevention. The components of the preventive training are: muscle tissue improvement, improvement (strengthening) of connective tissue, development of flexibility and proprioceptive training. By muscle tissue improvement the possibility of muscle injuries can be diminished, and, at the same time, athlete's motor abilities can be improved. The purpose is optimal development of the muscle regions that contribute maximally to the performance in specific sports.</p> <p>Connective tissue can be improved by application of high and dynamic loads and training stimulus of low intensity and longer duration, with the purpose of capillarization of connective tissue and stimulation of collagen metabolism and improvement of joint cartilage, which is the basic precondition for sports injury prevention. The benefits of improvement of flexibility, beside the increase in the range of motion, include prevention of muscle soreness after training and decrease of the number and severity of injuries. This enhances the protection of athletes against potential danger from injuries. Proprioceptive training: engaging the athlete's body in a number of training situations that provoke proprioceptor activation, creates precondition for the athlete to react optimally in eventual urgent situations potentially leading to injury.</p>		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:
2.8. Student responsibilities	Attendance of lectures and seminars.		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	2	(other)	
	Tests		Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Seminar essay 100%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Janković, S., Trošt, T. (2005). Novi trendovi u rehabilitaciji mišićnih ozljeda. u: Jukić, I., Milanović, D., Šimek, S. (ur.) Kondicijska priprema sportaša: zbornik radova međunarodne godišnje konferencije, Zagreb, 25. i 26. veljače 2005. Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske.			5		
	2. Janković, S., Trošt, T. (2004). Rehabilitacija ozljeda skočnog zgloba. Kondicijski trening, 1(2), 53-61.			5		
	3. Pećina, M. (1992). Sindromi prenaprezanja. Zagreb: Globus.			2		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Harries, M., Williams, C., Stanish, D., Micheli, L. (2000). Oxford: Oxford Textbook of Sports Medicine.</p> <p>2. Jukić, I., Šimek, S. (2003). Kondicijski trening u funkciji prevencije ozljeda sportaša. u: Milanović, D., Jukić, I. (ur.). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb 21. - 22. 02. 2003., Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.</p> <p>3. Renstrom, P. A. F. H. (ur.) (1994). Clinical Practice of Sports Injury Prevention and Care. Oxford: Blackwell Scientific Publications.</p> <p>4. Šimek, S., Jukić, I., Trošt, T. (2006). Preventivni trenažni programi. u: Jukić, I., Milanović, D., Šimek, S. (ur.). Kondicijska priprema sportaša: zbornik radova 4. godišnje međunarodne konferencije „Prevencija ozljeda u sportu“, Zagreb, 24. i 25. veljače 2006., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske, 117-129.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1.Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.2. Year of the study programme	5
1.2.Name of the course	BEACH HANDBALL	1.3. Credits (ECTS)	2
1.3.Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.4. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.5. Expected enrolment in the course	20
1.5.Status of the course	Elective	1.6. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1.Course objectives	The objective is to acquaint the students with the history, rules, fundamentals and the options of beach handball application to education, physical recreation and various contexts of kinesitherapy and elite sport.		
2.2.Course enrolment requirements and entry competences required for the course	Completed <i>Team Handball</i> course.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to: understand application options of beach handball in diverse work conditions (various surfaces – sand, grass, shallow water) with regard to various goals set (physical recreation, education, etc.). They will be able to incorporate the specific nature of beach handball methodological way of elements acquisition, errors correction and competition organization into general knowledge about methodological procedures of teaching and mastering kinesiological contents.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - understand advantages and disadvantages of beach handball contents implementation on various surfaces/ media with diverse teaching requisites and aids; - analyse and evaluate diverse organizational-technical aspects of handball competitions (competition system, points awarding, etc.); - organize and present projects of handball competitions (sand out-doors, in-doors); - demonstrate technical-tactical elements and explain methodical procedures for their teaching, mastering and situational implementation. 		
2.5.Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (2 contact hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. The history, organization and rules of beach handball. 2. Technical elements + physical conditioning. 3. The connection of beach handball with all other handball forms/contents (field handball, indoor handball, mini handball, dodgeball) and other sports played on diverse surfaces (sand, shallow water, grass) in the context of top-level sport, physical recreation, rehabilitation and education. <p>Theoretical-practical lectures (TPL) and exercises (E) (2TPLhours +2E hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Elementary games / Relay games. 2. Technique – basic elements. 3. Technical elements – specific (pirouette, zeppelin). 4. Tactics – play with a player extra (numerical advantage), specific point awarding, play with no contact. 		

	5. Information-motor factors (physical condition and similar).					
	6. Cognitive-conative factors (attention, motivation, retention, game goals, errors and mistakes).					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance, active class participation.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.6	Research		Practical training	0.7
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.7	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 30%, Practical training 35% Oral exam 35%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. International Handball Federation. (2001). Rukomet na pijesku – pravila igre. IHF.					
	2. Ohnjec, K., Vuleta, D., Gruić, I. (2008). Rukomet na pijesku kao sadržaj programa kineziološke rekreacije za djecu srednje i starije školske dobi. u: Zbornik radova Međunarodne znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Andrijašević, M. (ur.), Zagreb, 23. i 24. veljače 2008., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 87-95.					
	3. Gruić, I., Vuleta, D., Bazeo, M., Ohnjec, K., Belčić, I. (2011). Situational efficiency of teams in female part of tournament in the World Beach Handball Championship in Cadiz. Konferencija Kinesiology. (u postupku recenzije)					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Rokavec, D. (2009). Beach Handball: application and influence on indoor Handball /on line/. S mreže skinuto 15. 10. 2010. s adrese http://home.eurohandball.com/ehf_files/Publikation/WP_Rokavec_BH_%20application%20and%20Influence%20n%indoor%20handball_090313.pdf 2. Dechechi, C. J. N., Monteiro, C., Nunes, R. C., Almeida, A. G., Vaz de Macedo, D. (2009). Effects of 12 Physical Training Sessions on a Female Beach Handball Team Performance. Beč/Austria EHF Web Periodical. 3. Espina, A., Julio, J. (2009). The Evolution of Beach Handball, Its Contribution to Indoor Handball and the Advantages of its Pract. Beč/Austria EHF Web Periodical. 4. http://activities.eurohandball.com 5. Vuleta D., Gruić, I., Ohnjec, K., Bedić, D. (2004). Rukometni sadržaji u funkciji promocije i razvoja rukometa u hrvatskom turizmu. u: Zbornik radova Međunarodnog znanstvenog skupa „Menadžment u sportu i turizmu“. Mato Bartoluci (ur.), Zagreb, 20. i 21. veljače 2004., Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 169-176.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Assist.Prof.Dubravka Ciliga, Ph.D.	1.6. Year of the study programme	5
1.2.Name of the course	SPORT FOR PERSONS WITH DISABILITIES	1.7. Credits (ECTS)	2
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D. Tatjana Trošt Bobić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of knowledge about disabilities and applicatoin of this knowledge in the field of sport for persons with disabilities.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Understanding of complexity and specificities of the work with persons with disabilities. Acquiring specific knowledge necessary for planning, organization, and performing sports activities for persons with disabilities.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students that complete this elective course and pass the exam are competent for performing kinesiological activities for persons with disabilities. We expect sensibilization of the public for acceptance of persons with disabilities that participate in sport, as well as participation in projects of new, and adaptation of old sports facilities.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Organization of sport for persons with disabilities. Paralympic Games. Preconditions for inclusion of persons with disabilities in higher-level sports competitions. Classification of disabilities. The basics of planning, programming, and control of training in sport in persons with disabilities. Specific methodical procedures of learning and mastering technical-tactical knowledge of persons with disabilities. Wheelchair basketball. Sitting volleyball. Athletics disciplines for persons with disabilities. Swimming for persons with disabilities.</p> <p>Each teaching topic is taught during 2 contact hours.</p> <p>Lectures (2 lecture hours for each teaching topic, except for the topic no. 8., which is taught during 1 lecture hour)</p> <ol style="list-style-type: none"> 1. Definition of sport for persons with disabilities. 2. Categories of persons with disabilities. 3. Elite-level competitions and their specificities with regard to the category of disability. 4. The difference between competitive sport and recreational activities. 5. Characteristics of sports wheelchairs and sports prostheses. 6. Description of sports at the Paralympic Games. 7. Functional classification. 8. Diagnostics in sport for persons with disabilities. <p>Seminars (2 seminar hours for each teaching topic, except for the topic no. 8. which is taught during 1 seminar hour)</p>		

	1. Practical demonstration of wheelchair basketball. 2. Practical demonstration of sitting volleyball. 3. Practical demonstration of goalball. 4. Practical demonstration of wheelchair tennis. 5. Halliwick method of teaching of swimming to people with disabilities. 6. Practical demonstration of therapeutic horseback riding. 7. Practical demonstration of radiogoniometry for blind persons. 8. Application of the functional classification.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities	Attendance of lectures and seminars.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Oral exam – 100%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Ciliga D., Petrinović, L. (1996). Sportaši s invalidnošću i fitness. u: Milanović, D. (ur.), „Fitness“, Međunarodno savjetovanje o fitnessu, Zagrebački sajam športa, Zagreb: FFK, ZV, ZŠS, IV25-IV25.			5		
	2. Ciliga, D., Petrinović, L. (1999). Sport osoba s invaliditetom. Medix (23).			1		
	3. Ciliga, D., Petrinović, L. (2000). Prilagođene tjelesne aktivnosti djece s invaliditetom. u: Andrijašević, M. (ur.). Zbornik radova Slobodno vrijeme i igra, 9. zagrebački sajam sporta i nautike, Zagreb: FFK, 155-157.			5		

2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Ciliga, D. (1993). Organizacija športa i rekreacije za invalidne osobe u Hrvatskoj. u: Zbornik radova Central-East European conference, Siofok. 2. Ciliga, D. (1993). Šport kao preduvjet povećane i produljene mobilnosti invalidnih osoba. u: Zbornik radova Konferencije o športu Alpe-Jadran Rovinj, Findak, V. (ur.), Zagreb: HOO, 278-280. 3. Ciliga, D., Omrčen, D., Petrinović, L. (1996). Uporaba trenažera u rehabilitaciji osoba s ozljedom kralježnice. Fizikalna medicina i rehabilitacija 13 (S1). 4. Ciliga, D., Volčanšek, B. (1994). Model kineziološke aktivnosti kod osoba s povredom leđne moždine. u: Zbornik radova 9. alpsko-jadranskog simpozija za međunarodnu suradnju u rehabilitaciji, Luzern. 5. Ciliga, D. (1998). Preduvjeti u uključivanju osoba s invalidnošću u višu razinu sportskih natjecanja. Sport za sve 16 (14), 12-13.
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, M.D., Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	WOMEN IN SPORT	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Kamenka Živčić Marković, Ph.D. Maroje Sorić, Ph.D. Sanja Šalaj, Ph.D. <u>Part-time Associate</u> Snježana Schuster	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	10%
2. COURSE DESCRIPTION			
2.1. Course objectives	Students acquire additional knowledge associated with specificities of female sex related to physical stress and significant for the work in the field of sports kinesiology and physical recreation, and especially in top-level sport.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - Application of knowledge on biological and health characteristics of female athletes involved in recreational exercise in: <ul style="list-style-type: none"> - planning and programming of training, - evaluation of training effects. - Knowledge on female athletes (esthetic sports) nutrition during training cycles and its application. - Detection of female athletes' issues and positions at the end of their sports career, and possibilities for advancing the career in sports management structures. - Explanation and critical evaluation of project cycle and criteria of project's efficacy aimed at reaching adequate and valid business decisions and business plan execution. Identification and analysis of possibilities and challenges in modern competitive environment, as well as financing new entrepreneurial projects and ideas. - Understanding biological and health characteristics of females. - Application of knowledge and qualifications in planning and programming, and independent execution of kinesiological programmes, - Effect identification and analysis aimed at programme quality enhancement. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be qualified to: <ul style="list-style-type: none"> - understand the significance and the role of physical activity in health, cardio-respiratory fitness, functioning and female life quality, - apply adequate training methods for female athletes and women who participate in physical recreation programmes, - apply adequate training methods in particularly sensitive periods of female athletes' life , - cooperate with expert team members in prevention of female athlete triad. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars (each topic is covered by 1L+1S) <ol style="list-style-type: none"> 1. Biological and health differences of female athletes 2. Women's health, exercise and sport 3. Specific effects of exercise and sport in women 4. Physical exercise and early prevention of osteoporosis in women 5. Female athlete triad syndrom. 		

	6. Women involvement in sport and exercise throughout history 7. Top-level performance trends comparison between female and male athletes 8. Female sex determination issues in top-level sport 9. What should be particularly addressed in female athletes nutrition/diet 10. Misuse of illicit substances in female athletes and its consequences 11. Menstrual cycle, exercise and sport 12. Pregnancy, physical activity and exercise 13. Characteristics of female athletes training 14. Position of female athletes after sports career/participation 15. Position of women in sport management structures					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular class attendance, interest and actual activity during classes, group work, and independent work within individual assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam		(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Written exam 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Mišigoj-Duraković, M. i sur. (2008). Spolni dimorfizam u odrasloj dobi. u: Kinantropologija – Biološki aspekti tjelesnog vježbanja. Mišigoj-Duraković, M. (ur.) Zagreb: Kineziološki fakultet, Sveučilište u Zagrebu, 227- 242.			10		Bookstore at the Faculty
	2. Mišigoj-Duraković, M. (1999). Tjelesno vježbanje i zdravlje. Zagreb: Kineziološki fakultet, 98-116.					
	3. Mišigoj-Duraković, M., Duraković, Z. (2009). Zdravlje žena, tjelovježba i sport. Zbornik Međunarodne konferencije o športu Alpe Jadran. Opatija, 4. – 6. lipnja, 126-131.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Mišigoj-Duraković, M., Duraković, Z. (2009). Biological and health characteristics of female athletes. In: Proceedings book of Symposium invited papers. III. International Symposium of new technologies in Sports. Sarajevo, April 16th and 17th 2009, 119-122. 2. Ministarstvo znanosti, obrazovanja i športa RH (2009). Zbornik radova VIII. konferencije o športu Alpe Jadran, tema: Žene u športu, 41-301.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

10th semester

COURSE	COURSE TEACHER	L	S	E	e-learning	ECTS
MANDATORY COURSES						
Life in the Nature and Survival Skills	Assist.Prof. Dražen Harasin, Ph.D.	36		24		4
Mandatory module – KINESIOLOGY IN EDUCATION						
Kinesiological Teaching Methods in Higher Education	Prof. Boris Neljak , Ph.D.	15		15		3
Elective module - SPORTS						
Training Programming in Track & Field	Prof. Dragan Milanović, Ph.D. (T)	30	30			6
Training Effects Control in Track & Field	Prof. Vesna Babić, Ph.D.	15		15		3
Training Programming in Wrestling	Čedomir Cvetković, M.Sc.	30	30			6
Training Effects Control in Wrestling	Čedomir Cvetković, M.Sc.	15		15		3
Training Programming in Sailing	Prof. Goran Oreb, Ph.D.	30	30			6
Training Effects Control in Sailing	Prof. Goran Oreb, Ph.D.	15		15		3
Training Programming in Judo	Prof. Hrvoje Sertić, Ph.D.	30	30			6
Training Effects Control in Judo	Prof. Hrvoje Sertić, Ph.D.	15		15		3
Training Programming in Basketball	Assoc. Prof. Damir Knjaz, Ph.D.	30	30			6
Training Effects Control in Basketball	Assoc. Prof. Damir Knjaz, Ph.D.	15		15		3
Training Programming in Football	Assist.Prof. Valentin Barišić, Ph.D.	30	30			6
Training Effects Control in Football	Assist.Prof. Valentin Barišić, Ph.D.	15		15		3
Training Programming in Volleyball	Prof. Nenad Marelić, Ph.D.	30	30			6
Training Effects Control in Volleyball	Prof. Nenad Marelić, Ph.D.	15		15		3
Training Programming in Swimming	Prof. Goran Leko, Ph.D.	30	30			6
Training Effects Control in Swimming	Prof. Goran Leko, Ph.D.	15		15		3
Training Programming in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	30	30			6
Training Effects Control in Rhythmic Gymnastics	Prof. Gordana Furjan-Mandić, Ph.D.	15		15		3
Training Programming in Handball	Prof. Dinko Vuleta, Ph.D. (T)	30	30			6
Training Effects Control in Handball	Prof. Dinko Vuleta, Ph.D. (T)	15		15		3
Training Programming in Skiing	Prof. Bojan Matković, Ph.D.	30	30			6
Training Effects Control in Skiing	Prof. Bojan Matković, Ph.D.	15		15		3
Training Programming in Artistic Gymnastics	Prof. Kamenka Živčić Markovc, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	30	30			6
Training Effects Control in Artistic Gymnastics	Prof. Kamenka Živčić Markovc, Ph.D. Assist. Prof. Željko Hraski, Ph.D.	15		15		3

Training Programming in Tennis	Prof. Boris Neljak , Ph.D.	30	30			6
Training Effects Control in Tennis	Prof. Boris Neljak , Ph.D.	15		15		3
ELECTIVE MODULE - BASIC KINESIOLOGICAL TRANSFORMATIONS						
Programming in Basic Kinesiological Transformations	Assist.Prof. Maja Horvatin Fučkar, Ph.D.	30	30			6
Training Effects Control in Basic Kinesiological Transformations	Assist.Prof. Maja Horvatin Fučkar, Ph.D.	15		15		3
ELECTIVE MODULE - PHYSICAL CONDITIONING OF ATHLETES						
Physical Conditioning Programming	Prof. Igor Jukić, Ph.D.	30	15	15		6.5
Training Effects Control	Prof. Igor Jukić, Ph.D.	15		15		3
ELECTIVE MODULE - FITNESS						
Training Programming in Fitness	Prof. Goran Marković, Ph.D.	30	15			4.5
Group Fitness Programmes 2	Prof. Gordana Furjan-Mandić, Ph.D.	25		20		4.5
ELECTIVE MODULE - KINESIOLOGICAL RECREATION						
Kinesiological Recreation in Tourism	Assist.Prof. Drena Trkulja Petković, Ph. D.	60	14	16		9
ELECTIVE MODULE - KINESITHERAPY						
Methods and Programming of Kinesitherapeutic Procedures 3	Assist.Prof. Dubravka Ciliga, Ph.D.	15	15			3
Neurology – Selected Topics	Iris Zavoreo, M.D., Ph.D.	15	15			3
Internal Medicine – Selected Topics	Prof. Marjeta Mišigoj-Duraković, Ph.D. (T)	15	15			3
ELECTIVE MODULE – SPORT MANAGEMENT						
Marketing Management in Sport	Prof. Mato Bartoluci, Ph.D. (T)	30	15			4
Entrepreneurship in Sport	Prof. Mato Bartoluci, Ph.D. (T)	25	20			5
ELECTIVE COURSES						
Windsurfing	Prof. Goran Oreb, Ph.D.	18		12		2
Small Boat Sailing	Prof. Goran Oreb, Ph.D.	18		12		2
Kinesiological Communicology	Prof. Benjamin Perasović, Ph.D.	15	15			2
Advanced English Usage in Kinesiology	Darija Omrčen, Ph.D.,	10		20		2
Beach Volleyball	Prof. Nenad Marelić, Ph.D.	18		12		2
Olympism and Olympic Movement	Zdenko Jajčević, Mag.Cin.	15	15			2
Survival in the Nature	Assist.Prof. Dražen Harasin, Ph.D.	18		12		2
Applied Gymnastics Programmes	Prof. Kamenka Živčić Markovć, Ph.D.	15	15			2
Psychology of Middle Adulthood	Prof. Ksenija Bosnar, Ph.D.	15	15			2
Water Life Saving	Prof. Nada Grčić-Zubčević, Ph.D.	18		12		2
Sport, Fans and Culture of the Young	Prof. Benjamin Perasović, Ph.D.	20	10			2
Shooting	Prof. Hrvoje Sertić, Ph.D.	18		12		2

Water Polo	Prof. Goran Leko, Ph.D.	15		15		2
Wellness	Prof. Mirna Andrijašević, Ph.D.	15		15		2
Scientific English	Darija Omrčen, Ph.D.	10		20		2

Remark:

In the 10th semester The students enrol on 3 out of 14 offered elective courses from the list.

Mandatory courses

1. GENERAL INFORMATION			
1.1. Course teacher	Assist. Prof. Dražen Harasin, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	LIFE IN THE NATURE AND SURVIVAL SKILLS	1.7. Credits (ECTS)	4
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	60 (36L+24E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	150
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To provide students with theoretical knowledge and practical skills that will enable safe stay in the nature and survival. To apply learned knowledge and skills in preparation and implementation of several-day stay in the natural environment.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	After successfully passing the exam students will understand the theoretical background of primary human needs and the role of particular skills in satisfying basic biological needs in the natural environment. They will attain practical skills important for efficient satisfying of primary human needs in the natural environment. They will attain organizational knowledge necessary for conducting multiday tours and camps. Passing the exam they will attain theoretical and practical base knowledge for risk management, decision making and problem solving in real situation during organization of camps or tour guidance through the nature as well as for optimal reaction in unplanned situations during the stay in the nature.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - plan and organize a stay of larger group of people in the natural environment, set up a camp with complete infrastructure in the nature - avoid unwanted interaction with the nature - give first aid in the nature - orient themselves in the nature using map or compass, hand GPS device or natural landmarks - communicate in the nature using international audio and visual signs - plan water requirements in the natural surroundings in relation to outside temperature, the volume and intensity of physical work; react optimally in unplanned situations in relation to water requirement; use water collection techniques and treatments for making water drinkable - light fire with ferocerium rod, control open flame of different campfire sites and use it safely for heating, illuminating, water treatments and food preparations, use different fuel types burners 		

	<ul style="list-style-type: none"> - set up and take down different types of tents, set up tent-half shelter, set up temporary wooden shelter, use natural shelters - plan food requirements in the nature; choose groceries appropriate for feeding in the nature; react optimally in unplanned situations related to food needs; use plants and mushrooms for feeding in the nature; use hunting and fishing techniques; prepare food using open flame in the nature; preserve food in the nature - use tools and equipment correctly and safely 		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. Basic biological human needs; physiology and psychology of survival 2. Understanding of life in the natural environment: proportion of living organisms in the natural environment, energy flow 3. Primitive skills and knowledge in satisfying human needs in natural environment 4. Planning tours and stay in the nature. Location, organization and camp infrastructure. 5. Clothes and footwear for stay in the nature. Tools and equipment. 6. Analysis of motor skills of living and surviving in the nature <p>Theoretical-practical lectures and exercises (each topic is covered with 2TPL+2E)</p> <ol style="list-style-type: none"> 1. Backpack packing, putting on and taking off a backpack. Correct and safe use of tools, tool maintenance. Use of ropes, useful knots, use of canvas. 2. Locating and collecting water from surface watercourses, treatments of water for making it drinkable; transpiration and condensation trap 3. Types of campfire sites, wood selection, campfire site arrangement, fire starting with matches, correct fire extinguishing. Fire starting using ferrocerrium rod. Setting up fire using primitive methods of fire starting – bow drilling. Solid, liquid and gas burners. 4. Types and characteristic of tents, setting up and taking down a tent. Making shelter using tent-half. Using natural shelters. Making shelters using natural materials at hand. 5. Food supplies in the nature. Basics of food preparation in the nature. Food preserving methods in the nature. 6. Wild growing edible plants, medical plants, poison plants, protected plants. Edible mushrooms, poison mushrooms. 7. Practical hunting, zoology of wildlife, hunting techniques, cleaning in the food preparation procedure 8. Practical fishing, zoology of fishes, fishing techniques, cleaning in the food preparation procedure 9. Travelling different vehicles through nature (field vehicle, motorcycle, vessel, bicycle). Techniques of moving in the nature (walking, climbing, swimming, paddling). 10. Orienteering and navigating using map and compass. Navigation using handy GPS device. Orienteering using natural landmarks. 11. Physical fitness in life and surviving in the nature. Avoiding unwanted interaction with the nature. Basics of weather forecast. Overcoming dangerous terrains (descending and climbing ropes, river crossing) 12. Visual and audio signalization, signalling devices, international signs. First aid in the nature – prevention, identification and procedures of specific injuries. 		
<p>2.6. Format of instruction:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work 	<ul style="list-style-type: none"> <input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical practical lecture 	<p>2.7. Comments:</p> <p>Most classes are field work in natural environment, including some of the theoretical lectures, theoretical-practical lectures and exercises.</p>

2.8. Student responsibilities	Regular class attendance and active class participation.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	0.5	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 25% Three practical tests – 25% Written exam – 25% Oral exam – 12,5% Practical training – 12,5%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Harasin, D., Smode, B., Milinović, I. (2010). Strukturalna analiza izviđačkog taborovanja. 19. ljetna škola kineziologa RH „Individualizacija rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Findak, V. (ur.) Zagreb: Hrvatski kineziološki savez, 461-465.					
	2. Mears, R. (2003). Essential bushcraft. London: Hodder & Stoughton.					
	3. Online discussions on webpage http://www.kif.hr/prezivljanje - acces for kinesiology students					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Kochanski, M. (1988). Bushcraft: Outdoor Skills and Wilderness Survival, Lone Pine Publishing, Canada. 2. Mears, R. (2001). Outdoor Survival Handbook: A Guide To The Resources And Materials Available In The Wild And How To Use Them For Food, Shelter, Warmth And Navigation, London: Ebury Press. 3. Wiseman, J. (2003). SAS Survival Handbook, London: Collins.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Mandatory module KINESIOLOGY IN EDUCATION

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof.Boris Neljak, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	KINESIOLOGICAL TEACHING METHODS IN HIGHER EDUCATION	1.7. Credits (ECTS)	3
1.3. Associate teachers	Zlatko Šafarić, M.Sc. Dario Novak, Ph.D. Vilko Petrić, Ph.D. Assoc.Prof.Romana Caput-Jogunica, Ph.D. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15P+15V)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	100
1.5. Status of the course	Mandatory	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1.
2. COURSE DESCRIPTION			
2.1. Course objectives	To train the students so that they will be able to implement all forms of educational work in physical education classes at the level of higher education. To train the students so that they will be able to teach a physical education course in higher education.		
2.2. Course enrolment requirements and entry competences required for the course	The following courses need to be completed: <i>Teaching Methods in Kinesiology, Teaching Methods in Kinesiology in High Schools, Didactics, Pedagogy, Psychology and Training Theory.</i>		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be able to apply the knowledge while teaching at a higher education level.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: - be familiar with the anthropological traits of post-adolescents and adults, - be familiar with the structure of the schooling system at a level of higher education, - be able to devise the specific and detailed work plan for physical education on the level of higher education, - be able to teach a physical education class on the high school level, - be familiar with the facultative programs.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	LECTURES (each lecture takes 2 hours to complete except for lecture number 8 which takes 1 hour to complete) 1. INTRODUCTION. Development of physical education and student sport at a level of higher education. 2. ANTHROPOLOGICAL TRAITS OF THE UNIVERSITY-LEVEL STUDENTS. Detecting the maturation phases of students; post adolescence; adult age 3. PHYSICAL- AND HEALTH-RELATED EDUCATIONAL FIELD. Types of educational work in the area of physical education (curriculum, extra-curricular activities, facultative activities) 4. PHYSICAL EDUCATION CURRICULUM AT A LEVEL OF HIGHER EDUCATION. Teaching plans at a level of higher education. Competencies. Assessment and evaluation of classes.		

	<p>5. PLANING THE TEACHING PROCESS. Specifics of planning at a higher education level. Specifics of organization at a higher education level. A model of a detailed plan at a higher education level.</p> <p>6. AFTER-SCHOOL ACTIVITIES AND STUDENT SPORT. Student sport; Croatian university sports association; international university sport organizations (EUSA – FISU, ENAS)</p> <p>7. HIGHER EDUCATION. Legislature at a level of higher education; comparison of educational work at a level of higher education compared to the high school level</p> <p>8. HEALTH – HEALTH PRESERVATION – HEALTH EDUCATION. Health preservation of students; programs for students with special needs, cooperation between a physical education teacher and a students' medical doctor</p> <p>EXERCISES (take part within the schools and colleges of the University of Zagreb)</p> <p>1. Presentations of physical education classes in higher education (curriculum, extra-curricular activities, facultative activities)</p>				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance and active class participation.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 33% Written exam – 33% Oral exam – 34%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Neljak, B., Caput-Jogunica, R. (2011). Kineziološka metodika u visokom obrazovanju. Skripta za studente X. semestra. (Zavod za opću i primijenjenu kineziologiju – interni nastavni recenzirani materijal). Zagreb: Kineziološki fakultet.			20	
	2. Gošnik, J., Komel-Klaić, S., Lukenda, Ž. (2001). Smjernice nastave tjelesne i zdravstvene kulture na Sveučilištu u Zagrebu, u: Findak, V. (ur.) „Programiranje opterećenja u području edukacije, sporta i sportske rekreacije“, Zbornik radova 10. ljetne škole pedagoga fizičke kulture Republike Hrvatske, Poreč, 24. – 28. 06. 2001., Zagreb: Hrvatski savez pedagoga fizičke kulture, 236-238.			5	

	3. Caput-Jogunica, R., Ćurković, S., Pintar, L. (2006). Istraživanje potrebe uvođenja teorijske nastave tjelesne i zdravstvene kulture u visokim učilištima. u: „Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije.“ Findak, V. (ur.) Zbornik radova 15. ljetne škole kineziologa Republike Hrvatske. Rovinj, 418-422.	5	
2.12.Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Findak, V., Neljak, B. (2008). Stanje i perspektiva razvoja u područjima edukacije, sporta, sportske rekreacije i kineziterapije. u: Findak, V. (ur.) Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske. Zagreb: Hrvatski kineziološki savez, 16-29. 2. Gošnik, J., Sedar, M., Bunjevac, T. (2007). Preferencije studenata/ica Filozofskog fakulteta u Zagrebu prema sportskim aktivnostima, u: Findak, V. (ur.) Zbornik radova 16. ljetne škole kineziologa Republike Hrvatske, Poreč, 2007., „Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Zagreb: Hrvatski kineziološki savez, 430-437. 3. Findak, V., Neljak, B. (2006). Kvaliteta rada u područjima edukacije, sporta i sportske rekreacije. u: Zbornik radova 15. ljetne škole kineziologa Republike Hrvatske. Findak, V. (ur.) Zagreb: Hrvatski kineziološki savez, 14-25. 4. Gošnik, J., Fučkar, K., Alikalfić, V. (2003). Preferences toward sports of students at the Faculty of Philosophy. In: Puhak, S., Kristić, K. (Eds.), Proceedings book of XVI European Sports Conference, Dubrovnik, 2003, „Making Sport Attractive for All“, Zagreb: Ministry of Education and Sport of the Republic of Croatia, 71-77. 		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

*** Mentors who supervise practical training in higher education institutions:**

Physical education teachers with faculties and higher schools:

1. **Davor Babić, prof.**, Bogoslovno katolički, Šumarski fakultet, *Svetošimunska 25*
2. **Irena Bagarić, prof.**, Stomatološki fakultet, Dvorana S. D. Peščenica, *Ulica grada Gospića 1*
3. **Vesna Alifatić, prof.**, Filozofski fakultet, Dvorana S. D. Martinovka, *Miramarska b.b.*
4. **Ines Modrić, prof.**, Ekonomski fakultet, *Trg J. F. Kennedyja 6.*
5. **Nataša Špehar, prof.**, Veleučilište, *Gundulićeva 10.*
6. **Lidija Podvalej, prof.**, Prehrambeno biološki fakultet, *Pierottijeva 6.*
7. **Saša Čuić, prof.**, Veterinarski fakultet, *Heinzelova 55.*
8. **Svjetlana Fuštek, prof.**, Filozofski fakultet, Dvorana S. D. Martinovka, *Miramarska b.b.*
9. **Mr.sc. Jelka Gošnik**, Filozofski fakultet, Dvorana S. D. Martinovka, *Miramarska b.b.*

Elective module SPORTS

1. GENERAL INFORMATION			
1.1 Course teacher	Prof. Dragan Milanović, Ph.D. (T)	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN TRACK&FIELD	1.7 Credits (ECTS)	6
1.3 Associate teachers	Prof. Vesna Babić, Ph.D. Assist. Prof. Ljubomir Antekolović, Ph.D. Assist. Prof. Dražen Harasin, Ph.D. Marijo Baković, Mag. Cin.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	10
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1 Course objectives	To train the students so that they will be able to understand the theoretical and methodical knowledge necessary for training planning of track&field athletes in all stages of an athlete's career. Upon completion of the course, a student will be prepared to independently devise training plan of track&field athletes in various cycles of training.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Track&Field</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	The students will master the necessary knowledge and skills which they will apply while devising a training plan for track&field athletes (runners, jumpers, throwers). During this course, the students - future teachers and coaches, will acquire the necessary knowledge that will help them be successful in coaching track&field on a school level, on a club level as well as with persons with disabilities.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students will have acquired knowledge in training plan implementation in various stages of a multi-year and annual periodisation, in track&field on a school level, on a club level as well as in various track&field events (running, jumping and throwing events). The imperative is to train a student for independent work on devising a training plan in typical cycles of track&field training in accordance with the specificities of certain track&field events, data gathered during anthropological status assessment, type of periodisation and training conditions.		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> Devising a training plan in track&field as an important factor in a development and maintenance of the high-performance condition. Application of results from the assessment procedures in training. (2L) Periodisation of training in track&field: school-based and club-based periodisation. (2L) Competition system in track&field: school-level, club-level and individual competitions (2L). 		

	<p>4. Devising a training plan for track&field athletes in large cycles (sports career, elementary track&field school, beginning of a sports specialization, mastering the skills, training of adult track&field athletes) in running events (2L), jumping events (2L) and throwing events (2L).</p> <p>5. Devising a training plan for track&field athletes in an annual training cycle (single- and multi-cycle periodisation) in running events (2L), jumping events (2L) and throwing events (2L).</p> <p>6. Devising a training plan for track&field athletes in mezzo-cycles - periods/phases in: running events (2L), jumping events (2L) and throwing events (2L).</p> <p>7. Devising a training plan for track&field athletes in micro-cycles and for a single training session, in running events (2L), jumping events (2L) and throwing events (2L).</p> <p>Seminars</p> <p>1. Training the track&field athletes in school- and club-based environment. (2S)</p> <p>2. Devising a training plan for track&field athletes in large cycles (sports career, elementary track&field school, beginning of a sports specialization, mastering the skills, training of adult track&field athletes) in running events (2S), jumping events (2S) and throwing events (2S).</p> <p>3. Devising a training plan for track&field athletes in an annual training cycle (single- and multi-cycle periodisation) in running events (2S), jumping events (2S) and throwing events (2S).</p> <p>4. Devising a training plan for track&field athletes before the most important track&field competitions (2S).</p> <p>5. Devising a training plan for track&field athletes in mezzo-cycles - periods/phases in: running events (2S), jumping events (2S) and throwing events (2S).</p> <p>6. Devising a training plan for track&field athletes in micro-cycles and for a single training session, in running events (2S), jumping events (2S) and throwing events (2S).</p> <p>7. Evaluation of training effects in running events, jumping events and throwing events (2S).</p>					
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8 Student responsibilities						
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay	3.0	(other)	
	Tests		Oral exam	2.0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 8% Seminar essay 50% Oral exam 34% Practical training 8%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	

	1. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
	2. Milanović, D., Hofman, E., Puhanić, V., Šnajder, V. (1986). Atletika – znanstvene osnove. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.		
	3. Milanović, D. (1993). Modeliranje procesa sportske pripreme u atletskom desetoboju. Kineziologija 25,1-2., 75-98.		
2.12 Optional literature (at the time of submission of study programme proposal)	1. Harasin, D., Milanović, D., Milinović, I. (2009). Razlike u kutnim pomacima donjih ekstremiteta u izbačaju između boljih i lošijih bacača kugle. u: Neljak, B. (ur.) Zbornik radova „Metodički organizacijski oblici rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“. Zagreb: Hrvatski kineziološki savez. 144-148. 2. Milanović, D., Gregov, C., Šalaj, S. (2010). Periodizacija brzinsko-eksplozivnih sposobnosti. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur.) Kondicijska priprema sportaša - Trening brzine, agilnosti i eksplozivnosti. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske. 3. Milanović, D., Jukić, I., Šalaj, S. (2010). Individualizacija trenažnog procesa u sportu. Zbornik radova 19. ljetne škole kineziologa, 36-48. 4. Milanović, D., Šalaj, S., Gregov, C. (2011). Nove tehnologije u dijagnostici pripremljenosti sportaša. Zbornik radova 20. ljetne škole kineziologa (u tisku). 5. Prskalo, D (2009). Planiranje i programiranje jednogodišnjeg ciklusa bacača diska (diplomski rad). Kineziološki fakultet Sveučilišta u Zagrebu.		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION

1.1. Course teacher	Prof.Vesna Babić, Ph.D.	1.6. Year of the study programme	5
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1.2. Name of the course	TRAINING EFFECTS CONTROL IN TRACK&FIELD	1.7. Credits (ECTS)	3
1.3. Associate teachers	Prof. Dragan Milanović, Ph.D. (T) Assist.Prof.Ljubomir Antekolović, Ph.D. Assist.Prof.Dražen Harasin, Ph.D. Assist. Marijo Baković, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire a high level of theoretical and practical knowledge of different diagnostic methods and tests necessary for assessment of training effects, and to be able to apply them in the system of sports preparation of male and female athletes.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Athletics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire necessary theoretical and practical knowledge about application of different diagnostic methods and tests that can be applied in practice. Students will acquire knowledge that will enable them to choose and classify tests for assessment of sports condition in practice, with regard to athletic discipline, the age of the athletes and training period in the systems of long-, middle-, and short-term sport preparation. After passing the exam, students will be able to demonstrate and perform field tests for assessment of sports condition of athletes of different athletic disciplines.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the role of diagnostics of sports condition in athletics, - apply different diagnostic methods and procedures for assessment of sports condition in athletics, - use different diagnostic methods and tests for assessment of sports condition in athletics within the system of sport preparation, - analyze and apply results of diagnostics of sports condition within the process of sport preparation in athletics. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lectures <ol style="list-style-type: none"> 1. Diagnostic procedures (anthropometric measurements, motor tests, functional diagnostics, biomechanical diagnostics, biochemical diagnostics) and their characteristics: <ul style="list-style-type: none"> - in events of sport walking and middle- and long-distance running (2L) - in events of sprint, relays and hurdles (2L) - in jumping events (2L) - in throwing events (2L). 2. Application of cardiostachometers and lactate analyzers in athletic training. (2L) 3. Psycho-sociological diagnostic testing. (2L) 5. Application of modern technology in athletic training. (3L) Exercises		

	1. Performance of laboratory tests and different protocols for assessment of functional abilities of athletes. (2E) 2. Performance of laboratory tests for assessment of motor abilities of athletes. (3E) 3. Measurement and analysis of morphological characteristics of athletes. (1E) 4. Field tests for assessment of functional abilities. (3E) 5. Field tests for diagnostics of sports condition of runners. (2E) 6. Field tests for diagnostics of sports condition of throwers. (2E) 7. Field tests for diagnostics of sports condition of jumpers. (2E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 17 % Seminar essay – 17% Practical training – 33% Oral exam – 33%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Babić, V. (2010). Atletika hodanja i trčanja. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10		
	2. Maršić, T., Dizdar, D., Šentija, D. (2008). Osnove treninga izdržljivosti i brzine. Zagreb: Udruga „Tjelesno vježbanje i zdravlje“.			10		
	3. Milanović, D., Heimer, S. (1997). Dijagnostika treniranosti sportaša. Zagreb: Fakultet za fizičku kulturu u Zagrebu.			10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Kreider, R. B., Fry, A., O'Toole, M. (1998). Overtraining in sport. USA: Human Kinetics Publishers. 2. Noakes, T. (1992). Lore of running. Oxford University Press.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1 Course teacher	Čedomir Cvetković, M.Sc., Senior Lecturer	1.6 Year of the study programme	5
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1.2 Name of the course	TRAINING PROGRAMMING IN WRESTLING	1.7 Credits (ECTS)	6
1.3 Associate teachers	Mario Baić, Ph.D.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	15
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1 Course objectives	The aim of the course is to produce a highly educated individuals who will master the knowledge of devising a training plan in competitive wrestlers.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Wrestling</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	By completing this course, the students will master the knowledge related to devising a training plan in wrestling. Specifically, this knowledge can be applied to the: <ul style="list-style-type: none"> - wrestling in education – required and after-school lessons, - competitive wrestling, - other specific populations, such as military, police, athletes from other sports etc. 		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Students will acquire knowledge regarding the long-term and short-term planning procedures in wrestling; - Students will acquire knowledge regarding the competition calendars in multi-year and annual training cycles; - Students will acquire knowledge regarding the specifics of high-performance condition in wrestling; - Students will acquire knowledge regarding the application of assessment results while devising a training plan; - Students will acquire knowledge regarding the structure of the annual training cycle: preparatory, competitive and transitional period; - Students will acquire knowledge regarding the operative planning within a micro cycle; - Students will acquire knowledge regarding the modeling of a training day; - Students will acquire knowledge regarding the new tendencies in devising training plans in wrestling. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars 1. Specificities of training programming in wrestling (age categories, selection, sports schools, periodisation) (2L+2S) 2. Specificities of long-term and short-term planning in wrestling (2L+2S) 3. Competition calendar in a multi-year cycle in various age categories (2L+2S) 4. Specific phases of high-performance condition in wrestling. (2L+2S) 5. Application of results derived from assessment procedures in devising training plans. Assessment procedures (2L+2S) 6. Structuring the training plan in an annual training cycle: preparatory, competitive and transitional period (2L+2S) 7. Additive parameters and their distribution in preparatory, competition and transition periods (2L+2S) 8. Specificities of a preparatory period (2L+2S) 9. Specificities of operational training planning in a micro cycle with regard to a number of competitions (2L+2S) 10. Specificities of modeling a training day and single training sessions (3L+3S) 11. Break down of a training process in the phases of various preparatory stages (2L+2S)		

	12. Predicting the competition performance in wrestling. Selection of candidates for a national team.(2L+2S) 13. Managing the body weight in wrestling (2L+2S) 14. New tendencies in devising training plans in wrestling (application of research findings) (2L+2S)				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.10. Comments:
2.8 Student responsibilities	Students are required to write seminar essays on the subject of training programming in wrestling.				
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests	0.5	Oral exam	1.5	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17% Test 8% Written exam 17% Seminar essay 33% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library		Availability via other media
	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.		40		
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.		15		
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.		15		
2.12 Optional literature (at the time of submission of study programme proposal)	1. Marić J., Aračić, M., Baić, M., Plavec, G. (2002). Jedan od modela globalnog plana i programa iz hrvanja. u: Findak, V. (ur.) Zbornik radova 11. ljetne škole pedagoga fizičke kulture Republike Hrvatske „Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije“, Rovinj, 22. - 26. lipnja 2002. Zagreb: Hrvatski kineziološki savez. 263-266. 2. Novikov, A. (1980). Basic principles of prepatation and training in modern wrestling. FILA. Novi Sad: Forum. 3. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).				
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

C			
1.1. Course teacher	Čedomir Cvetković, M.Sc., Senior Lecturer	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN WRESTLING	2.1. Credits (ECTS)	3

1.3. Associate teachers	Assist. Prof. Mario Baić, Ph.D.	1.7. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.8. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.9. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course Training Effects Control in Wrestling is to create highly educated experts with special knowledge related to monitoring changes and diagnosing anthropological status of athletes under the influence of wrestling sports training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Wrestling.		
2.3. Learning outcomes at the level of the programme to which the course contributes	After completing the course and passing the exam, students will acquire specific knowledge and skills important for monitoring changes and diagnosing anthropological status in: <ul style="list-style-type: none"> - wrestling in education (compulsory and extracurricular activities), - competitive wrestling sports, - work with specific populations (athletes in other sports in which wrestling is applied, as well as the army and police). 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students acquire knowledge of: <ul style="list-style-type: none"> - diagnostics of sports condition of wrestlers; - construction and validation of the measurement instruments; - tests for the assessment of anthropometric characteristics, basic and specific motor abilities, basic and specific functional abilities, biochemical variables, personality traits, cognitive abilities, and microsocial structure of the team. - tests for the assessment of competition efficiency. - assessment of the athlete's technical knowledge and the level of tactical performance. - informatic systems for data registration and processing. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Diagnostics of sports condition of wrestlers. Record of trainings, weekly and yearly schedule. (2L+2E) 2. Construction and validation of the measurement instruments. (2L+2E) 3. Tests for the assessment of anthropometric characteristics, basic and specific motor abilities, basic and specific functional abilities, biochemical variables, personality traits, cognitive abilities, and microsocial structure of the team. (2L+2E) 4. Tests for the assessment of competition efficiency: parameters of competition efficiency, registration and evaluation of the achieved competition results. (2L+2E) 5. Assessment of the athlete's technical knowledge. Assessment of the level of tactical performance. (2L+2E) 6. Selection of latent dimensions and measurement instruments, performance and organization of measurements, data registration and processing, analysis and interpretation of the results, presentation of the results and application of the results of testing in programming of the trainings. (2L+2E) 7. Informatic systems for data registration and processing. (2L+2E) 8. Application and principles of testing in athletes of different sports in which wrestling is applied, as well as in the army and police. (1L+1E) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
2.8. Student responsibilities	Thirty hours of practice within the course Training effects control in wrestling. Preparation of seminar essays.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training	0.5
	Experimental work		Report	(other)	
	Essay		Seminar essay	1	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 17% Seminar essay – 33% Oral exam – 33 % Practical training – 17%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima.		40		
	2. Marić, J. (1990). Rvanje slobodnim načinom. Zagreb: Sportska tribina.		15		
	3. Marić, J. (1985). Rvanje klasičnim načinom. Zagreb: Sportska tribina.		15		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Baić, M., Sertić, H., Milanović, D., Starosta, W., Cvetković, Č. (2006). Diagnostics of physical abilities of wrestlers in Croatia. u: Cynarski, W. J., Kalina, R. M., Obodynski, K. (ur.), Proceedings of 1st World Scientific Congress of Combat Sports and Martial Arts. Rzeszow, Poland, 22. - 24. 09. 2006. 2. Starosta, W., Tracowski, J. (1998). An objective method of assessing the level of motor abilities in advanced wrestlers. In: Sadowski, J., Starosta, W. (ed.) International scientific conference „Movement Coordination in Team Sport Games and Martial Arts“, Academy of Physical Education in Warsaw – The Institute of Sport and Physical Education in Białá Podlaska, 249 – 254. 3. Marić, J., Kuleš, B., Jerković, S., Blašković, M., Cvetković, Č. (1996). Dijagnosticiranje i prognoziranje sportskih rezultata u hrvanju grčko-rimskim načinom. Zbornik radova III. konferencije o sportu Alpe-Jadran, Rovinj. 4. Petrov, R. (1997). Structure et controle de la preparation sportive a la lutte. Rim: FILA. 5. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba. Sofija: Medicina i fizkultura. (prijevod na hrvatski s bugarskog).				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1 Course teacher	Prof. Goran Oreb, Ph.D.	1.6 Year of the study programme	5
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1.2 Name of the course	TRAINING PROGRAMMING IN SAILING	1.7 Credits (ECTS)	6
1.3 Associate teachers	Nikola Prienda, M.Sc. Barac Damir, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	15
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1 Course objectives	To offer the students the basic theoretical and practical information regarding the structure of the training plan in sailing with a reference to age, sex and the competition level.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Water Sports</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will be able to devise a training plan as well as assess the training effects in sailing athletes of all ages and competition rank.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will acquire knowledge regarding the:</p> <ul style="list-style-type: none"> - basics of periodisation of sailing training; - specifics of short-term and long-term training planning in sailing; - principles of planning with regard to boat class (single-seat, two-seat boats, multi-seat boats); - principles of planning with regard to age, sex and competition level; - evaluation of training effects; - achieving the high-performance level of preparedness; - competition results. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Rules and principles in devising a training plan in sailing (1L) 2. Methods of training planning in sailing (2L) 3. Periodisation of training in sailing: multi-year, annual (2L) 4. Specifics of the preparatory period (2L) 5. Specifics of the competitive period (2L) 6. Specifics of the transitional period (2L) 7. Double-cycle periodisation (1L) 8. Training plan for a mezzo cycle (2L) 9. Training plan for a micro cycle (2L) 10. Training plan for a single training day (2L) 11. Training plan for a single training session (2L) 12. High-performance state (1L) 13. Structure of a training plan in a sailing school (2L) 14. Structure of a training plan of sailing athletes with regard to a boat class (single-seat and two-seat boats) (2L) 		

	<p>15. Structure of a training plan of younger sailing athletes (2L) 16. Working with top-level sailing athletes (1L) 17. Competition calendar in sailing (1L) 18. Planning the sailing training with regard to the maritime and atmospheric conditions (1L)</p> <p>Seminar</p> <p>1. Devising the sailing school training plan - single-seat boats (6S) 2. Devising the sailing school training plan - two-seat boats (6S) 3. Devising the sailing school training plan - multi-seat boats (6S) 4. Devising the long-term training plan in sailing (with regard to boat class and age category) (4L) 5. Devising the training plan in a mezzo cycle (2L) 6. Devising the training plan in a micro cycle (2L) 7. Devising the plan for a training day (2L) 8. Devising the plan for a single training session (2L)</p>					
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8 Student responsibilities	Attending all forms of classes.					
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	2	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17% Written exam 17% Oral exam 33% Practical work 33%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.	5	x
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	5	x
	3. Miloš, D. (2001). Pod jedrima krstaša. Opatija: Preluk.		
2.12 Optional literature (at the time of submission of study programme proposal)	1.Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3): 234-237. 2.Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebaškog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3.Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4.Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN SAILING	1.7. Credits (ECTS)	3
1.3. Associate teachers	Part-time Associates: Nikola Prljena, M.Sc. Barac Damir, Mag.Cin. Ivan Oreb, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To provide students with the basic theoretical and practical knowledge of sports condition control and training effects evaluation.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Water Sports.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Based on the knowledge acquired during the course Training Effects Control in Sailing, students will be able to evaluate and control the training process. By the use of different diagnostic methods, they will be able to assess the sports condition of different age groups of male and female sailors.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>During the course Training Effects Control in Sailing, students will acquire knowledge of:</p> <ul style="list-style-type: none"> - the level of sailor's knowledge of the sailing technique; - the system of diagnostics in sailing; - the importance of diagnostics in sailing; - application of results of different tests in planning and programming of training in sailing. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Training effects control of the multi year preparation of sailors: under 14 years and older than 14 years (by classes). (1L) 2. Training effects control in top-level sailors. (1L) 3. Control of sailor's competition efficiency (one-seat and multi-seat boats) and application of the collected data in programming of the trainings. (3L) 4. Morphological diagnostics. (2L) 5. Functional diagnostics. (2L) 6. Biomechanical diagnostics. (2L) 7. Diagnostics of motor abilities. (2L) 8. Psychosociological diagnostics. (2L) <p>Exercises</p>		

	1. Evaluation of the level of the sailing motor knowledge in male and female sailors of different sailing classes. (4E) 2. Evaluation of the level of the sailing motor knowledge in male and female sailors by different competition levels. (4E) 3. Testing of the motor abilities of competitive sailors. (2E) 4. Testing of the functional abilities of competitive sailors. (2E) 5. Testing of the morphological characteristics of competitive sailors. (2E) 6. Situational monitoring of the sailor's competitive efficiency. (1E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attendance of all classes.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33% Oral exam 33% Practical training 34%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.			5	x	
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.			5	x	
	3. Miloš, D. (2001). Pod jedrima krstaša. Opatija. Preluk.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3): 234-237. 2. Oreb, G. (1997). Nautika i vodeni sportovi. Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2).185-192.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1 Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6 Year of the study programme	5
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1.2 Name of the course	TRAINING PROGRAMMING IN JUDO	1.7 Credits (ECTS)	6
1.3 Associate teachers	Ivan Segedi, Ph.D.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	15
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1 Course objectives	To train and to produce highly educated experts with specific knowledge of the principles of training planning in judo.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Judo</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	<p>By completing this course, the students will master the special skills and knowledge necessary for training planning in judo with a reference to:</p> <ul style="list-style-type: none"> - competitive judo sport – combat - competitive judo sport – kata - recreation - special populations (military, police, security service). 		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Students acquire knowledge regarding the planning of a multi-year cycle. - Students acquire knowledge regarding the planning of an annual cycle. - Students acquire knowledge regarding the planning of a mezzo cycle. - Students acquire knowledge regarding the planning of a micro cycle. - Students acquire knowledge regarding the planning of a single training day. - Students acquire knowledge regarding the planning of a single training session. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Developmental phases of a judo athlete. Long-term training planning. Danger of an early overuse of judo athletes' biological potential. (2L+2S) 2. Predicting the developmental phases of a judo athlete from the beginning to the elite level. (2L+2S) 3. Long-term and short-term planning in judo. (2L+2S) 4. Multi-year and annual periodisation of training in judo. (2L+2S) 5. Competition calendar in judo (single- and double-cycle periodisation of an annual training cycle. (4L+4S) 6. Developing the high-performance state during an annual training cycle. (2L+2S) 7. Structure of an annual training plan in judo (preparatory, competition and transition period). Preparatory period (phases of basic and specific preparation and pre-competition phase). (2L+2S) 8. Planning the judo training during a micro cycle, training day and a single training session. Preparation for the most important competitions. (4L+4S) 9. Training operators in training of a judo athlete. (2L+2S) 10. Devising the training plan of judo athletes in different cycles of training. (4L+4S) 		

	11. Keeping the training diary (tracking and analyzing training process). (2L+2S)				
	12. Application of research findings regarding the training effects in judo. (2L+2S)				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> seminars and workshops	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:	
	<input type="checkbox"/> exercises	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> multimedia and the internet		
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> field work	<input type="checkbox"/> laboratory		
			<input type="checkbox"/> work with mentor		
			<input type="checkbox"/> (other)		
2.8 Student responsibilities	Students are required to take part in research activities related to the subject of anthropological characteristics of judo athletes as well as to write seminar essays on the subject.				
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests	0.5	Oral exam	1.5	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17% Test 8% Written exam 17% Seminar work 33% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Sertić, H. (2004). Osnove borilačkih sportova. Zagreb: Kineziološki fakultet.			300	
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.			5	
	3. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.			5	
2.12 Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Segedi, I., Cvetković, Č., Baić, M. (2008). Influence of a programmed judo training on changes of anthropological features in children attending sport schools. In: Cynarski, W. J. (ed). 2nd International Scientific Conference of Experts – Researchers on Martial Arts and Humanists proceedings. Targowiska, Poland, 25.-26.04., 31. 2. Milanović, D. (2010). Teorija i metodika treninga, Zagreb: Kineziološki fakultet				
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN JUDO	1.7. Credits (ECTS)	3
1.3. Associate teachers	Ivan Segedi, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course Training Effects Control in Judo is to create highly educated experts with special knowledge related to monitoring changes and diagnosing anthropological status of athletes under the influence of judo sports training.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Judo.		
2.3. Learning outcomes at the level of the programme to which the course contributes	After completing the course and passing the exam, students will acquire specific knowledge and skills important for defining: <ul style="list-style-type: none"> - diagnostics in competitive judo – bouts, - diagnostics in competitive judo – kata, - control of sports condition of special populations (army, police, and recreational population). 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Students acquire knowledge of principles of sports condition and form in younger age categories. - Students acquire knowledge of principles of sports condition and form in older age categories. - Students acquire knowledge of construction and validation of the measurement instruments for testing of the basic and specific motor abilities. - Students acquire knowledge of construction and validation of the measurement instruments for testing of the basic and specific functional abilities. - Students acquire knowledge of interpretation and application of the testing results in sports training and recreation in judo. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Description and application of basic motor tests. (2L+2E) 2. Description and application of specific motor tests. (2L+2E) 3. Description and application of anthropometric diagnostics. (1L+1E) 4. Description and application of morphological diagnostics. (1L+1E) 5. Construction and validation of tests. (1L+1E) 6. Interpretation of the testing results and their application in judo training. (1L+1E) 7. Application and principles of testing in the army, police, and security services. (1L+1E) 8. Application and principles of testing in recreational judo training. (1L+1E) 9. Psychological diagnostics. (1L+1E) 		

	10. Application of psychological diagnostics in judo training. (1L+1E) 11. Diagnostics of competitive efficiency in a judo bout. (1L+1E) 12. Introduction to the types of assessment tools for the analysis of a judo bout. (1L+1E) 13. Application of assessment tools for the evaluation of technical-tactical knowledge of female and male judokas of different age categories and quality. (1L+1E)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Preparation of seminar essays.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam	1	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17% Tests 17% Written exam 33% Oral exam 33%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Sertić, H. (2004). Osnove boričkih sportova. Zagreb: Kineziološki fakultet.			300		
	2. Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci. Zagreb: Ministarstvo obrane Republike Hrvatske.			5		
	3. Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga. Zagreb: Ministarstvo obrane Republike Hrvatske.			5		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sertić, H., Segedi, I., Žvan, M. (2007). Relations of certain anthropometric variables with the performance quality of throwing techniques in judo. Kinesiology Slovenica, Vol 13 (1): 48-60. 2. Sertić, H., Sterkowicz, S., Vuleta, D. (2009). Influence of latent motor abilities on performance in judo. Kinesiology, Vol. 41 (1): 76-87. 3. Janković, V., Jukić, I., Marelić, N., Milanović, D., Neljak, B., Sertić, H., Šimenc, Z., Vuleta, D. (1997). Testiranje motoričkih sposobnosti vrhunskih sportaša. Zbornik radova međunarodnog savjetovanja „Dijagnostika u sportu“. 6. zagrebački sajam sporta 26. 02. - 01. 03. 1997. 157-169.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1 Course teacher	Assoc.Prof.Damir Knjaz, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN BASKETBALL	1.7 Credits (ECTS)	6
1.3 Associate teachers	Prof. Bojan Matković, Ph.D. Assist. Tomislav Rupčić, Ph.D.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	12
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1 Course objectives	A student will acquire a high level of knowledge which will enable him/her to devise and implement a training plan in basketball. A student will be capable of devising a training plan for basketball player ranging in ability from a recreational player to a player on an elite level.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Basketball</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will master the basic knowledge regarding the concepts of devising various training plans for players varying in age and quality level. Also, this course will provide the students with the knowledge that will enable them to critically approach and evaluate specific training plans with regard to a players age and/or quality level.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - explain the periodisation of training in basketball players, - define and explain the various sorts of planning procedures in basketball, - independently create and explain an example of an annual training plan with all the elements, - devise a training plan for children athletes (7-10, 10-12. 12-14 years of age), of cadets (14-16 years of age), of junior-level players (16-18 years of age) as well as of adult players. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Planning the training process in basketball (2L) 2. Periodisation of training in basketball (2L) 3. Types of training planning in basketball (2L) 4. Planning methods in basketball (2L) 5. Long-term training planning in basketball (2L) 6. Mid-term training planning in basketball (2L) 7. Short-term training planning in basketball (2L) 8. A concept of a training plan during preparatory, competition, and transitional periods in basketball (2L) 9. Operational planning in basketball (2L) 10. Periods and phases during the preparatory period in basketball (2L) 11. Training load dynamics in preparatory, competition, and transitional periods in basketball (2L) 12. Operational training planning in basketball (2L) 		

	13. Planning in a micro cycle (2L) 14. Planning a training day (2L) 15. Planning a single training session (2L) 16. Independently devising a 4-year training plan in basketball (2S) 17. Independently devising a bi-annual training plan in basketball (2S) 18. Independently devising an annual training plan for basketball school players (2S) 19. Independently devising an annual training plan for cadet-level players (2S) 20. Independently devising an annual training plan for junior-level players (2S) 21. Independently devising an annual training plan for senior-level players (2S) 22. Independently devising a training plan for a mezzo cycle in basketball - preparatory period (2S) 23. Independently devising a training plan for a mezzo cycle in basketball - competition period (2S) 24. Independently devising a training plan for a mezzo cycle in basketball - transitional period (2S) 25. Independently devising a training plan for a mezzo cycle (phase) in basketball (4S) 26. Independently devising a training plan for a micro cycle in basketball (4S) 27. Independently devising a training plan for a training day in basketball (2S) 28. Independently devising a training plan for a single training session in basketball (2S)				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.10. Comments:		
2.8 Student responsibilities					
2.9 Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2	(other)
	Tests		Oral exam	2	(other)
	Written exam	2	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Written exam 33% Seminar essay 33% Oral exam 34%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Tocigl, I. (1998). Košarkaški udžbenik. Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.		
	2. Tocigl, I. (1984). Košarka. Split: Sveučilište u Splitu.		
2.12 Optional literature (at the time of submission of study programme proposal)	<p>1. Knjaz, D., Matković, B., Rupčić, T. (2008). Osvrt na razvoj jakosti košarkaša kroz senzitivna razdoblja. u: Jukić, I., Milanović, D., Gregov, C. (ur.). 6. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008. „Trening snage“: Zbornik radova. Zagreb: Kineziološki fakultet, Udruga kondicijskih trenera Hrvatske, 315-318.</p> <p>2. Pavlović, D., Knjaz, D., Krtalić, S. (2008). Prilog programiranju treninga eksplozivne snage beka šutera kroz natjecateljski period u košarci. 6. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008. „Trening snage“. Zbornik radova. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 290-293.</p> <p>3. Rupčić, T., Knjaz, D., Matković, B. (2010). Utjecaj specifičnog košarkaškog programa na razvoj bazične brzine pokreta ekstremiteta. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur). Zbornik radova 8. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2010. – Trening brzine, agilnosti i eksplozivnosti“ Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 416-419.</p> <p>4. Trninić, S. (2006). Selekcija, priprema i vođenje košarkaša i momčadi. Zagreb: Vikta-Marko d.o.o.</p>		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assoc.Prof.Damir Knjaz, Ph.D.	1.6.Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN BASKETBALL	1.7.Credits (ECTS)	3
1.3. Associate teachers	Prof. Bojan Matković, Ph.D. Assist. Tomislav Rupčić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	During the course Training Effects Control in Basketball, students acquire theoretical and practical knowledge of control and evaluation of the teaching and training process in basketball.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Basketball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	During the course Training Effects Control in Basketball, students will acquire the basic knowledge necessary for successful evaluation and control of the training process in the basketball players. Students will acquire theoretical and practical knowledge of modalities and processes of diagnostics of conditioning of basketball players of different age groups and quality. During the course, students also acquire knowledge that will enable the critical approach and evaluation of different methods of control and diagnostics of conditioning in basketball.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - define and explain the system of diagnostics in basketball, - independently evaluate initial, transitive and final stages of conditioning of basketball players by applying adequate measuring instruments, - evaluate competitive efficiency (parameters of game statistics, registration and evaluation of data collected during the game), - explain the importance of diagnostic procedures in assessment of preparedness of basketball players, - describe the basic characteristics of different types of diagnostics of sports condition and preparedness of basketball players, - explain the possibilities of application of testing results in planning and programming of the basketball trainings, - collect the data of the characteristics of the game of the opposing team, - programme the trainings in the micro-cycle according to the results of self-evaluation and evaluation of the next opposing team. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Diagnostics of conditioning status and sports form. (2L) 2. Evaluation of initial, transitive and final stages of conditioning. Testing methods. (1L) 3. Construction, choice and analysis of measuring instruments for the evaluation of morphological characteristics, basic and specific motor abilities, degree of technical-tactical knowledge, basic and specific functional abilities, cognitive abilities, conative traits, and microsocial relationships. (2L) 		

	4. Evaluation of the degree of knowledge of technical-tactical elements in basketball. (5E) 5. Morphological diagnostics in basketball. (2E) 6. Functional diagnostics in basketball. (2E) 7. Biomechanical diagnostics in basketball. (2E) 8. Diagnostics of motor abilities of basketball players. (4E) 9. Psychosociological diagnostics in basketball. (1L) 10. Phases of the diagnostic procedures. (1L) 11. Model characteristics of the top-level basketball players. (1L) 12. Evaluation of competitive efficiency: parameters of game statistics, registration and evaluation of data collected during the game. (1L) 13. Application of audio-visual aids: the use of data collected by audio-visual aids, registration and application of data in the training process and in the games, collection of the data of the characteristics of the opposing team. (2L) 14. Subjective assessment in the process of selection and in analysis of training effects and games. (1L) 15. Programming the training in the micro-cycle according to the results of self-evaluation and evaluation of the characteristics of the game of the next opposing team. (2L) 16. Preparation of the coach for the game against the specific opposing team. (1L)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17% Tests 17% Oral exam 33% Practical training 33%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Matković i sur. (2010). Antropološka analiza košarkaške igre. Sveučilišni udžbenik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
	2. Tocigl, I. (1998). Košarkaški udžbenik. Split. Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.		
	3. Tocigl, I. (1984). Košarka. Split: Sveučilište u Splitu.		
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Wissel, H. (1994). Basketball: Steps to Success. Champaign: Human Kinetics.</p> <p>2. Knjaz, D., Matković, B., Matković, B.R. (2002). Individualni rad u mini košarci. u: Milanović, D., Heimer, S., Jukić, I., Kulier, I., Matković, B. (ur.), Zbornik radova Znanstveno-stručnog skupa „Dopunski sadržaji sportske pripreme“, u sklopu 11. zagrebačkog sajma sporta i nautike, Zagreb, 22. i 23. veljače 2002. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački športski savez, 54-56.</p> <p>3. Peršić, D., Knjaz, D., Matković, B.(2005). Dijagnostika u procesu selekcije kod najmlađih košarkaša. ERS – Informativno stručno glasilo Udruge kineziologa Grada Rijeke, 30, 20-23.</p> <p>4. Rupčić, T., Knjaz, D., Matković, B. (2010). Utjecaj specifičnog košarkaškog programa na razvoj bazične brzine pokreta ekstremiteta. u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur). Zbornik radova 8. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2010. – Trening brzine, agilnosti i eksplozivnosti“ Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 416-419.</p> <p>5. Matković, B., Matković, B.R., Knjaz, D., Krističević, T., Blašković, M. (1999). Morfološke karakteristike košarkaša juniora. Kineziologija za 21. stoljeće. Zbornik radova. Dubrovnik, 412-415.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1 Course teacher	Assist.Prof.Valentin Barišić, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN FOOTBALL	1.7 Credits (ECTS)	6
1.3 Associate teachers	Dario Bašić, Mag.Cin.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	45
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1 Course objectives	The aim of the course is to introduce the students to the concepts of long-term, mid-term, short-term, and operational planning procedures in football.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Football</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	A student acquires a high level of a skill-set which enables him/her to conduct the most complex tasks in football on all levels. A student is also introduced to the findings of the scientific research related to football, and is prepared to apply the acquired skill-set in all forms of practical application.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of football in various classification schemes of different sports, demonstrate the technique elements, the basics of tactics in football, to identify the impact and contribution of specific motor skills and abilities to the performance in football (parts of the game and overall impact on anthropological status).		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars (each subject takes 2L+2S to complete)</p> <ol style="list-style-type: none"> 1. Long-term and short-term planning in football. 2. Multi-year and annual periodisation of training. 3. Competition calendar in football (single-cycle and double-cycle periodisation of an annual training cycle). 4. Development of high-performance state in football. 5. The structure of a training plan in football: annual training cycle (preparatory, competitive and transitional periods), preparatory period (phases of basic and specific preparation and pre-competition phase). 6. Planning the football training in a micro cycle, in a training day and in a single training session. 7. Exercises in a training plan. 8. Devising the training plans in specific stages of an athlete's career. 9. Planning the cycle for a tournament competition. 10. Keeping a training diary (evidence and analysis of a training process). 11. Application of research findings in football training. 12. Individual approach to training in football. 13. Operational program during a competitive period. 14. Operational program during a transitional period. 15. Annual training cycle in futsal. 		
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.10. Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8 Student responsibilities	Attending classes on a regular basis, actively taking part in all forms of classes.			
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	2.5 (other)
	Tests		Oral exam	3 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 8% Seminar essay 42% Oral exam 50%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Bompa, T. O. (2001) . Periodizacija: teorija i metodologija treninga. Zagreb: Kineziološki fakultet.			
	2. Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			
	3. Weineck, E. J. <i>Optimales Fussballtraining</i> (prijevod na Hrvatski jezik). Zagreb: Kineziološki fakultet.			
2.12 Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. 2. Vrgoč, I. (2008). Kondicijski trening u nogometu. www.nogometnitrening.com 3. Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez. 4. Elsner, B. (1985). Metodika rada sa fudbalerima: specifične motoričke sposobnosti fudbalera. Beograd: Sportska knjiga.			
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof.Valentin Barišić, Ph.D.	1.6.Year of the study programme	5
1.2.Name of the course	TRAINING EFFECTS CONTROL IN FOOTBALL	1.7. Credits (ECTS)	3
1.3. Associate teachers	Dario Bašić, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	45
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the mechanisms of control of sports condition of football players from the aspect of conducting diagnostic procedures, and analyzing and evaluating the obtained results.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Football.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will obtain a high level of knowledge that will enable them to carry out the most complex tasks in the selected sport (football) at all levels. They will receive knowledge of research results on control of the training process. They will be able to apply the acquired knowledge and skills in all forms of practical work on a daily basis.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the positioning of the football game in different classifications of sports; demonstrate, practically and verbally, the basic knowledge of the football technique, the basics of tactics; they will be able to identify the influence and contribution of different motor knowledge and abilities to the situational efficiency in the football game or parts of the game, on one hand, and, on the other hand, to the overall influence on the anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. The structure of sports condition of football players of various age categories and quality level. (2L+2E) 2. The selection and metric characteristics of measurement instruments for the assessment of sports condition. (2L+2E) 3. The basic and specific tests for the assessment of cardiorespiratory fitness and motor abilities. (2L+2E) 4. The measurement and the evaluation of the initial, transitive and the final status of the sports condition and sport form. (2L+2E) 5. The measurement and the evaluation of the level of technical-tactical skills. (2L+2E) 6. The application of the results of the diagnostic procedures testing in the programming of the training. (2L+2E) 7. The control of effects of the training in the years-long preparation of football players. (2L+2E) 8. The importance and role of the functional assessment of the football player's abilities in injury prevention and design of the additional individual training. (1L+1E) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular class attendance, active participation in class.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	1 (other)
	Tests		Oral exam	1 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 33% Seminar essay 33% Class attendance 34%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening.			
	2. Dujmović, P. (2006). Škola suvremenog nogometa. Zagreb: Zagrebački nogometni savez.			
	3. Elsner, B. (1985). Metodika rada sa fudbalerima: specifične motoričke sposobnosti fudbalera. Beograd: Sportska knjiga.			
2.12. Optional literature (at the time of submission of study programme proposal)	1. Priručnik za nogometne trenere (2008). UEFA A. Nogometna akademija Hrvatskoga nogometnog saveza. 2. Weineck, E. J. <i>Optimales Fussballtraining (prijevod na Hrvatski jezik)</i> . Zagreb: Kineziološki fakultet. 3. Bompa, T. O. (2001). <i>Periodizacija: teorija i metodologija treninga</i> . Zagreb: Kineziološki fakultet.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION			
1.1 Course teacher	Prof. Nenad Marelić, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN VOLLEYBALL	1.7 Credits (ECTS)	6
1.3 Associate teachers	Assist. Tomislav Đurković, Ph.D. Assist. Tomica Rešetar, Ph.D.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	15
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1 Course objectives	The basic aim of the course is the acquisition of theoretical knowledge regarding the training planning in volleyball and its application in coaching the players of varying age categories.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Volleyball</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will acquire a high level of theoretical knowledge from the area of training planning in volleyball as well as the application of this knowledge in the work with varying age categories.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will master: <ul style="list-style-type: none"> - the basics of training planning in volleyball, - planning in different stages of an athlete's career, - short-term planning of training in volleyball, - specificities of training planning in various competition systems in volleyball. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Long-term training planning in volleyball. (2L+2S) 2. Medium-term training planning in volleyball. (2L+2S) 3. Short-term training planning in volleyball. (2L+2S) 4. Competition calendar in volleyball. (2L+2S) 5. Developmental phases of the high-performance state in an annual training cycle. (2L+2S) 6. Structure of the training plan in an annual training cycle. (4L+4S) 7. Training plan during the preparatory period: basic, specific and pre-competition phases. (4L+4S) 8. Planning the training in a micro cycle, training day and single training. (2L+2S) 9. Exercises in a training plan. (2L+2S) 10. Devising the training plans in specific cycles of an athlete's career. (2L+2S) 11. Planning the cycles for a tournament. (2L+2S) 12. Keeping the training diary: analyzing the training process. (2L+2S) 13. Application of research findings regarding the training effects. (2L+2S) 		
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
2.8 Student responsibilities	Attending classes on a regular basis, writing seminar essays.				
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	2
	Experimental work		Report	(other)	
	Essay		Seminar essay	(other)	
	Tests		Oral exam	(other)	
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17% Seminar essay 33% Oral exam 17% Practical training 33%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1.	Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.	5		
	2.	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole – priručnik za učitelje tjelesne i zdravstvene kulture. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	5		
	3.	Službena pravila odbojke. (2010). Zagreb: Hrvatski odbojkaški savez.	5		
2.12 Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.				
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN VOLLEYBALL	1.7. Credits (ECTS)	3
1.3. Associate teachers	Assist. Tomislav Đurković, Ph.D. Assist. Tomica Rešetar, Ph.D.,	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The basic objective of the course is acquisition of theoretical and practical knowledge of control of the trainings in volleyball and its application in the work with players of different age categories.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Volleyball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students gain a high level of theoretical and practical knowledge of control of the training in volleyball and its application in the work with players of different age categories.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>During the course, students will gain the basic knowledge of:</p> <ul style="list-style-type: none"> - procedures of training control in volleyball, - selection of tests for use for motor and functional (fitness) abilities assessment, - assessment and registration of indicators of competition efficiency in volleyball, - training effects control in the one-year and several-years preparation, - application of the obtained results in programming and reprogramming of training in volleyball. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. Structure of sport condition of female and male volleyball players of different age and quality level. (2L) 2. Selection and metric characteristic of measuring instruments for evaluation of condition level. (2L) 3. Basic and specific tests used for functional (fitness) and motor abilities assessment. (2L+4E) 4. Measuring and evaluating initial, transitive and final status of sports condition and players' preparedness. (2L+4E) 5. Measuring and evaluating the level of technical and tactical knowledge. (2L+4E) 6. Assessment of competition efficiency: performance statistic parameters of game efficiency. (2L+4E) 7. Application of results of diagnostic procedures in programming of training. (2L) 8. Training effects control in the several-years preparation of 10-14, 15-16, 17-18 – year-old volleyball players. (2L) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
2.8. Student responsibilities	Regular class attendance and active participation in class, taking the tests and preparing seminar essays.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	1
	Experimental work		Report	(other)	
	Essay		Seminar essay	0,5	(other)
	Tests		Oral exam	0,5	(other)
	Written exam		Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33% Seminar essay 17% Oral exam 17% Practical training 33%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.		5		
	2. Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008). Nastavne teme iz odbojke za osnovne škole – priručnik za učitelje tjelesne i zdravstvene kulture. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		5		
	3. Službena pravila odbojke. (2010). Zagreb: Hrvatski odbojkaški savez.		5		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci. Zagreb: Autorska naklada.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1 Course teacher	Prof.Goran Leko, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN SWIMMING	1.7 Credits (ECTS)	6
1.3 Associate teachers		1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	12
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1 Course objectives	Adopt the necessary theoretical and practical knowledge regarding the multi-year and annual training planning and programming, planning and programming of a macro-cycle, mezzo cycle and micro cycle.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Swimming</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will acquire the necessary knowledge regarding the application of knowledge acquired from other courses to the process of training planning in swimming.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes on the level of the course: <ul style="list-style-type: none"> - principles and rules of a swimmer's training, - long-term training planning in swimmers, - four-year training plan in swimmers, - annual training planning in swimmers, - planning a mezzo cycle, - planning a micro cycle, - planning a single training day, - planning a single training session. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures (each subject takes two hours to complete) <ol style="list-style-type: none"> 1. Basic principles of sports training. 2. Training variables. 3. Supercompensation in swimming. 4. Training cycles. 5. Periodisation of training in swimmers. 6. Planning the training for various age categories. 7. Annual training plan in swimming. 8. Planning a macro cycle in swimming. 9. Planning a micro cycle in swimming. 10. Planning a training day in swimming. 11. Planning a single training session in swimming. 		

	<p>12. Period of basic preparation in a macro cycle. 13. Period of specific preparation in a macro cycle. 14. Competition period in a macro cycle. 15. Planning the tapering in swimming.</p> <p>Seminars: (each subject takes 2 hours to complete)</p> <ol style="list-style-type: none"> 1. Basic principles of sports training. 2. Training variables. 3. Supercompensation in swimming. 4. Training cycles. 5. Periodisation of training in swimmers. 6. Planning the training for various age categories. 7. Annual training plan in swimming. 8. Planning a macro cycle in swimming. 9. Planning a micro cycle in swimming. 10. Planning a training day in swimming. 11. Planning a single training session in swimming. 12. Period of basic preparation in a macro cycle. 13. Period of specific preparation in a macro cycle. 14. Competition period in a macro cycle. 15. Planning the tapering in swimming. 				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8 Student responsibilities	Attending classes on a regular basis.				
2.9 Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	2	Oral exam		(other)
	Written exam	3	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17% Tests 33% Written exam 50%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	<ol style="list-style-type: none"> 1. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Maglischo, E. W. (2003) Swimming Fastest. California: Human Kinetics. 3. Bompá, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal. 		
2.12 Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Volčanšek, B. (2002). Bit plivanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 3. Olbrecht, J. (2000). The Science of Winning. Belgium. 		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Goran Leko, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN SWIMMING	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to acquire the necessary theoretical and practical knowledge of mechanisms for control of the training process.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Swimming.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire the necessary theoretical and practical knowledge of mechanisms and procedures of training effects control, which will enable them to correct the plan and programme of the training, if necessary.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes at the level of the course: <ul style="list-style-type: none"> - modal characteristics of swimmers, - time points for control of the swimmers' trainings, - selection of tests for assessment of sports condition of swimmers, - measurement instruments for control of sports condition of swimmers, - interpretation of the results of measurements. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Defining of modal values of anthropometric characteristics of swimmers. (2L) 2. Defining of modal values of motor abilities of swimmers. (2L) 3. Defining of modal values of functional (cardiorespiratory) abilities of swimmers. (1L) 4. Tests for assessment of sports condition of swimmers. (2L) 5. Interpretation of the results of testing of swimmers. (2L) 6. Time parameters for the training control. (2L) 7. Corrections of plans and programmes for swimmers. (2L) 8. Measurement instruments for control of sports condition of swimmers. (2L) Exercises <ol style="list-style-type: none"> 1. Defining of modal values of anthropometric characteristics of swimmers. (2E) 2. Defining of modal values of motor abilities of swimmers. (2E) 3. Defining of modal values of functional (cardiorespiratory) abilities of swimmers. (1E) 4. Tests for assessment of sports condition of swimmers. (2E) 		

	5. Interpretation of the results of testing of swimmers. (2E) 6. Time parameters for the training control. (2E) 7. Corrections of plans and programmes for swimmers. (2E) 8. Measurement instruments for control of sports condition of swimmers. (2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Students are obliged to attend the classes in accordance with the Statute of the Faculty of Kinesiology.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1	Oral exam		(other)
	Written exam	1.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 17% Tests 33% Written exam 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
	2. Maglischo, E. W. (2003) Swimming Fastest. California: Human Kinetics.				
	3. Olbrecht, J. (2000). The Science of Winning. Belgium.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Volčanšek, B. (2002). Bit plivanja. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu. 2. Milanović, D. i sur. (1997). Priručnik za sportske trenere. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1 Course teacher	Prof. Gordana Furjan-Mandić. Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN RHYTHMIC GYMNASTICS	1.7 Credits (ECTS)	6
1.3 Associate teachers	Josipa Radaš, Mag.Cin. <u>Part-time Associate:</u> Melita Kolarec, Mag.Cin.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	12
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1 Course objectives	The primary aim is to prepare the students to be able to devise a training plan for artistic gymnasts of all ages and rank. Also, the aim of this course is to acquaint the students with the methods used in devising a training plan for artistic gymnasts of all levels and rank.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Artistic Gymnastics</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will be able to devise appropriate training plans and will be able to critically evaluate plans with regard to age and competition level of artistic gymnasts.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the training periodisation, - define and understand various types of training plans of artistic gymnasts, - describe the specificities and differences between methods used in devising training plans, - understand the periodisation of a long-term athlete's development, - define the multi-year training cycle with specific stages, - devise a multi-year training plan for athletes, - define and understand the percentages of various types of training with athletes of varying age. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Training plan of an artistic gymnastics school. (2L) 2. Operational program of a single day in an artistic gymnastics school. (2L) 3. Planning the training routine in artistic gymnastics. (1L) 4. Periodisation of training routine in artistic gymnastics. (2L) 5. Types of training planning in artistic gymnastics. (2L) 6. Methods used in devising a training plan in artistic gymnastics. (2L) 7. Long-term planning of an artistic gymnast's training. (1L) 8. Parameters of training load in artistic gymnasts of varying age. (1L) 9. Percentages of training types in artistic gymnasts of varying age. (1L) 10. Medium-term planning of training in artistic gymnasts. (1L) 11. Basic characteristics of planning in specific years within an Olympic training cycle. (1L) 		

	<p>12. Short-term planning of training in artistic gymnastics. (1L) 13. Annual training cycle in artistic gymnastics. (2L) 14. Elements of short-term planning of an artistic gymnast's training. (1L) 15. The concept of training plans during preparatory, competitive and transitional periods in artistic gymnasts. (2L) 16. Operational planning of an artistic gymnast's training. (1L) 17. Phases of a preparatory period in training of artistic gymnasts. (1L) 18. Training load dynamics in preparatory, competitive and transitional periods. (1L) 19. Operational planning of training. (1L) 20. Planning the training routine of artistic gymnastics athletes in a micro cycle. (1L) 21. Planning the training routine of a single day. (1L) 22. Planning the training routine of a single training session. (1L)</p> <p>Seminars</p> <p>1. Devising the training plan of an artistic gymnastics school. (6S) 2. Devising the long-term training plan for artistic gymnasts. (4S) 3. Devising the training plan for artistic gymnasts in an Olympic 4-year cycle. (2S) 4. Devising the annual plan for artistic gymnasts. (4S) 5. Devising the training plan for artistic gymnasts for mezzo cycles – periods.(2S) 6. Devising the training plan for artistic gymnasts for mezzo cycles – phases. (2S) 7. Devising the training plan for artistic gymnasts for a micro cycle. (2S) 8. Devising the training plan for artistic gymnasts for a single training day. (2S) 9. Devising the training plan for artistic gymnasts for a single training session. (4S)</p>				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8 Student responsibilities	Attending all forms of lectures.				
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	(other)	
	Essay		Seminar essay	3	(other)
	Tests		Oral exam	2	(other)
	Written exam		Project		(other)

2.10. Grading and evaluating student work in class and at the final exam	Attending classes 17% Seminar essay 50% Oral exam 33%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler.		
	2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.		
2.12 Optional literature (at the time of submission of study programme proposal)	1. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport. 2. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport. 3. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu. 4. Bempa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal. 5. Bempa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN RHYTHMIC GYMNASTICS	1.7. Credits (ECTS)	3
1.3. Associate teachers	Josipa Radaš, Mag.Cin. <u>Part-time Associate:</u> Melita Kolarec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary objective of the course Training Effects Control in Rhythmic Gymnastics is acquisition of theoretical and theoretical-practical knowledge that will enable students for control and evaluation of the teaching and training process in rhythmic gymnastics. The objective of the course is also to acquaint students with modalities and methods of control of sports condition of rhythmic gymnasts of different age categories.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Rhythmic Gymnastics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	During the course Training Effects Control in Rhythmics Gymnastics students will, as kinesiologists, acquire basic knowledge that will enable them to evaluate successfully the process of teaching of technique of rhythmic gymnastics elements, as well as to perform and control the training process in gymnasts. Students will get the basic information on modalities of diagnosing sports condition in gymnasts of various age categories and quality level. Also, during this course students gain knowledge that will enable the critical approach and evaluation of different methods of control and diagnostics of conditioning in gymnasts.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - define criteria of different degrees of knowledge of elements technique in rhythmic gymnastics, - define and explain the system of diagnostics in rhythmic gymnastics, - explain the importance of diagnostic procedures in assessment of preparedness of gymnasts, - describe the basic characteristics of different types of diagnostics of sports condition and preparedness of gymnasts, - explain the possibilities of application of testing results in planning and programming of training in gymnasts.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Evaluation of the degree of elements technique knowledge in rhythmic gymnastics. (2L) 2. Criteria for the evaluation of the degree of different elements technique knowledge in rhythmic gymnastics. (2L) 3. Morphological diagnostics in rhythmic gymnastics. (2L) 4. Functional diagnostics in rhythmic gymnastics. (2L) 5. Biomechanical diagnostics in rhythmic gymnastics. (2L) 6. Diagnostics of motor abilities of gymnasts. (2L) 7. Psychosociological diagnostics in rhythmic gymnastics. (2L) 8. Model characteristics of the top-level gymnasts. (1L) Exercises 1. Evaluation of the level of the acquired specific motor knowledge in gymnasts of younger age categories. (3E)		

	<p>2. Evaluation of the technical performance of technique elements without the small hand apparatus in competition level gymnasts. (2E)</p> <p>3. Evaluation of the technical performance of technique elements with the use of small hand apparatus in competition level gymnasts. (2E)</p> <p>4. Testing of morphological characteristics of gymnasts in higher competition categories. (2E)</p> <p>5. Testing of motor abilities of gymnasts in higher competition categories. (2E)</p> <p>6. Testing of functional (cardiorespiratory) abilities of gymnasts in higher competition categories. (2E)</p> <p>7. Biomechanical analysis of efficiency of gymnasts in higher competition categories. (2E)</p>																														
2.6. Format of instruction:	<table border="0"> <tr> <td> <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work </td> <td> <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) </td> <td>2.7. Comments:</td> </tr> </table>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																											
<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																													
2.8. Student responsibilities	Attendance of all classes.																														
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	<table border="1"> <tr> <td>Class attendance</td> <td>1</td> <td>Research</td> <td></td> <td>Practical training</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td></td> <td>(other)</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar essay</td> <td>0.5</td> <td>(other)</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> <td>Oral exam</td> <td></td> <td>(other)</td> <td></td> </tr> <tr> <td>Written exam</td> <td>1,5</td> <td>Project</td> <td></td> <td>(other)</td> <td></td> </tr> </table>	Class attendance	1	Research		Practical training		Experimental work		Report		(other)		Essay		Seminar essay	0.5	(other)		Tests		Oral exam		(other)		Written exam	1,5	Project		(other)	
Class attendance	1	Research		Practical training																											
Experimental work		Report		(other)																											
Essay		Seminar essay	0.5	(other)																											
Tests		Oral exam		(other)																											
Written exam	1,5	Project		(other)																											
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance – 33%</p> <p>Written exam – 50%%</p> <p>Seminar essay – 17%</p>																														
2.11. Required literature (available in the library and via other media)	<table border="1"> <thead> <tr> <th>Title</th> <th>Number of copies in the library</th> <th>Availability via other media</th> </tr> </thead> <tbody> <tr> <td>1. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler</td> <td></td> <td></td> </tr> <tr> <td>2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.</td> <td></td> <td></td> </tr> <tr> <td>3. Furjan-Mandić, G. (1996). Prediktivna vrijednost situacijskih i nekih testova koordinacije za uspjeh u ritmičko-sportskoj gimnastici. u: Zbornik radova 3. konferencije o sportu „Alpe – Jadran“, Rovinj: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 26-29.</td> <td></td> <td></td> </tr> </tbody> </table>	Title	Number of copies in the library	Availability via other media	1. Wolf-Cvitak, J. (2004). Ritmička gimnastika. Kugler			2. Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign: Human Kinetics.			3. Furjan-Mandić, G. (1996). Prediktivna vrijednost situacijskih i nekih testova koordinacije za uspjeh u ritmičko-sportskoj gimnastici. u: Zbornik radova 3. konferencije o sportu „Alpe – Jadran“, Rovinj: Fakultet za fizičku kulturu Sveučilišta u Zagrebu, 26-29.																				
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2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.</p> <p>2. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki. Ljubljana: Fakulteta za šport, Inštitut za šport.</p> <p>3. Milanović, D.(2010). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.</p> <p>4. Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal.</p> <p>5. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.</p>																														
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.																														

1. GENERAL INFORMATION

1.1 Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6 Year of the study programme	5
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1.2 Name of the course	TRAINING PROGRAMMING IN HANDBALL		1.7 Credits (ECTS)	6
1.3 Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.		1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated		1.9 Expected enrolment in the course	15
1.5 Status of the course	Elective		1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION				
2.1 Course objectives	The aim of the course is to acquaint the students with the long-term, mid-term and short-term training planning in handball.			
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Handball</i> course.			
2.3 Learning outcomes at the level of the programme to which the course contributes	A student acquires a high level of a skill-set which enables him/her to conduct the most complex tasks in handball on all levels. A student is also introduced to the findings of the scientific research related to handball, and is prepared to apply the acquired skill-set in all forms of practical application.			
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the position of handball in various classification schemes of different sports, demonstrate the technique elements, the basics of tactics in handball, to identify the impact and contribution of specific motor skills and abilities to the performance in handball.			
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars (each subject takes 2L+2S to complete)</p> <ol style="list-style-type: none"> 1. Long-term and short-term planning in handball. 2. Multi-year and annual periodisation of training. 3. Competition calendar in handball (single-cycle and double-cycle periodisation of an annual training cycle). 4. Development of high-performance state in handball. 5. The structure of a training plan in handball: annual training cycle (preparatory, competitive and transitional periods), preparatory period (phases of basic and specific preparation and pre-competition phase). 6. Planning the handball training in a micro cycle, in a training day and in a single training session. 7. Exercises in a training plan. 8. Devising the training plans in specific stages of an athlete's career. 9. Planning the cycle for a tournament competition. 10. Keeping a training diary (evidence and analysis of a training process). 11. Application of research findings in handball training. 12. Individual approach to training in handball. 13. Operational program during a competitive period. 14. Operational program during a transitional period. 15. Annual training cycle in mini- handball. 			
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8 Student responsibilities	Attending classes on a regular basis.			
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	2.5 (other)
	Tests		Oral exam	3 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 50% Seminar essay 42% Attending classes 8%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.			
	2. Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2. dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			
	3. Milanović, D., Vuleta., Šimek, S. (2010). Planiranje i programiranje procesa poučavanja i vrednovanja tehničko taktičkih znanja u rukometu. Zbornik radova XXXIV. seminar rukometnih trenera, Pula, 07. - 10. 01. 2010. (elektronsko izdanje).			
2.12 Optional literature (at the time of submission of study programme proposal)	1. Milanović, D., Vuleta, D., Matijević, M., Zovko, Z. Gruić, I. (2009). Operativni program rada u natjecateljskom periodu, Zbornik radova Seminara za rukometne trenere XXXIII (audio/video zapis). 2. Vuleta, D., Gruić, I., Milanović, D. (2008). Programi treninga baziranih na individualnim obilježjima igrača (individualno modeliranje rukometnog treninga), XXXII. seminar za rukometne trenere, Pula, 03. - 06. 01. 2008. (elektronsko izdanje). 3. Smajlagić, I., Vuleta, D., Gruić, I. (2007). Modeli kondicijske i tehničko-taktičke pripreme muške kadetske rukometne reprezentacije za Europsko prvenstvo 2006. u Estoniji. Zbornik radova XXXI. seminara rukometnih trenera. Zagreb: Udruga trenera Hrvatskog rukometnog saveza, 42-65. 4. Milanović, D., Vuleta, D., Jukić, I., Gruić, I., Šimek, S. (2006). Planiranje i programiranje treninga rukometaša od početnika do svjetskih prvaka. u: Zbornik radova XXX. seminara za rukometne trenere. 5. Smajlagić, I., Vuleta, D., Gruić, I. (2007). Modeliranje pojedinačnog treninga bazičnih i specifičnih motoričkih sposobnosti kadetske rukometne reprezentacije. U Zbornik 5. godišnje međunarodne konferencije "Kondicijska priprema sportaša". (str .87-90).			
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Dinko Vuleta, Ph.D. (T)	1.6. Year of the study programme	5
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1.2. Name of the course	TRAINING EFFECTS CONTROL IN HANDBALL	1.7. Credits (ECTS)	3
1.3. Associate teachers	Igor Gruić, Ph.D. Katarina Ohnjec, M.Sc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the mechanisms of control of sports condition of female and male handball players from the aspect of conducting diagnostic procedures, and analyzing and evaluating the obtained results.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Handball.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will obtain a high level of knowledge that will enable them to carry out the most complex tasks in handball at all levels. They will receive knowledge of research results on control of the training process. They will be able to apply the acquired knowledge and skills in all forms of practical work on a daily basis.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the positioning of the handball game in different classifications of sports; demonstrate, practically and verbally, the basic knowledge of the handball technique, the basics of tactics; they will be able to identify the influence and contribution of different motor knowledge and abilities to the situational efficiency in the handball game or parts of the game, on one hand, and, on the other hand, to the overall influence on the anthropological status.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. The structure of sports condition of female and male handball players of various age categories and quality level. (2L+2E) 2. The selection and metric characteristics of measurement instruments for the assessment of sports condition. (2L+2E) 3. The basic and specific tests for the assessment of cardiorespiratory fitness and motor abilities (2L+2E) 4. The measurement and the evaluation of the initial, transitive and the final status of the sports condition and sport form. (2L+2E) 5. The measurement and the evaluation of the level of technical-tactical skills. (2L+2E) 6. The application of the results of the diagnostic procedures testing in the programming of the training. (2L+2E) 7. The control of effects of the training in the years-long preparation of handball players, 10-12, 13-14, 15-16, 17-18 years. (2L+2E) 8. The importance and role of the functional assessment of the handball players' abilities in injury prevention and design of the additional individual training. (1L+1E) 		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance, active participation in class.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	(other)	
	Essay		Seminar essay	1	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 34% Seminar essay 33% Class attendance 33%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Vuleta, D., Milanović, D. i sur. (2004). Znanstvena istraživanja u rukometu. Zagreb: Svebor, Kineziološki fakultet i Hrvatski rukometni savez.				
	2. Milanović, D. (2010). Teorija i metodika treninga. Primjenjena kineziologija u sportu. 2.dopunjeno i izmjenjeno izdanje. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				
	3. Vuleta, D., Milanović, D. i sur. (2009). Science in handball. Faculty of Kinesiology University of Zagreb				
2.12.Optional literature (at the time of submission of study programme proposal)	1. Vuleta, D., Gruić, I., Milanović, D. (2009). Mjerenje i vrednovanje funkcionalnih sposobnosti vrhunskih rukometaša i rukometašica u pripremnom periodu. u: Jukić, I., Milanović, D., Gregov, C., Šalaj, S. (ur.) Zbornik radova 7. godišnje međunarodne konferencije Kondicijska priprema sportaša „Trening izdržljivosti“ Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera. 2. Gruić, I., Vuleta, D. (2008). Comparison of physical conditioning status of the first and the second league male handball players. In: Milanović, D., Prot, F. (ur.) Proceedings book of 5th International Scientific Conference on Kinesiology, „Kinesiology research trends and applications“. Zagreb: Faculty of Kinesiology, University of Zagreb, 913-917. 3. Ohnjec, K., Gruić I. (2008). Differences in basic motor abilities among young female team handball players. u: Milanović, D., Prot, F. (ur.) Proceedings book of the 5th International Scientific Conference on Kinesiology „Kinesiology research trends and applications“, Zagreb, September 10-14, 2008. Zagreb: Faculty of Kinesiology, 972-976. 4. Milanović, D., Jukić, I., Vuleta, D., Šimek S. (2007). Dijagnostički postupci u sportskim igrama. Research Yearbook – Studies in Physical Education and Sport. 13, 1: 17-23. 5. Milanović, D., Vuleta, D., Jukić, I., Šimek, S., Gruić, I. (2004). Dijagnostika treniranosti rukometaša u funkciji kondicijske pripreme. Zbornik radova XXVIII. seminara rukometnih trenera. Zagreb: Hrvatski rukometni savez.				
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1 Course teacher	Prof. Bojan Matković, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN SKIING	1.7 Credits (ECTS)	6
1.3 Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	12
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1 Course objectives	The primary aim is to prepare the students to be able to devise a training plan for competitive skiers of all ages and rank. Also, the aim of this course is to acquaint the students with the methods used in devising a training plan for both the recreational-level and competitive skiers.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Skiing</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will be able to teach skiing techniques but also to coach competitive skiers. They will be able to devise appropriate training plans and will be able to critically evaluate plans with regard to age and competition level of skiers.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand the training periodisation, - define and understand various types of training plans of skiers, - describe the specificities and differences between methods used in devising training plans, - understand the periodisation of a long-term skiing athlete's development, - define the multi-year training cycle with specific stages, - devise a multi-year training plan for skiing athletes, - define and understand the percentages of various types of training with skiers of varying age. - create a concrete plan and program of an annual training cycle 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Training plan of an alpine skiing school. (2L) 2. Operational program of a single day in an alpine skiing school. (2L) 3. Training plan of a cross country skiing school. (2L) 4. Planning the training routine in skiing. (1L) 5. Periodisation of training routine in skiing. (1L) 6. Types of training planning in skiing. (1L) 7. Methods used in devising a training plan in skiers. (2L) 8. Long-term planning of a skier's training. (1L) 9. Multi-year training cycle and its stages. (1L) 10. Parameters of training load in skiers of varying age. (1L) 11. Percentages of training types in skiers of varying age. (1L) 12. Medium-term planning of training in skiers. (1L) 		

	<p>13. Basic characteristics of planning in specific years within an Olympic training cycle. (1L) 14. Short-term planning of training in skiers. (1L) 15. Annual training cycle in skiers. (2L) 16. Elements of short-term planning of a skier's training. (1L) 17. The concept of training plans during preparatory, competitive and transitional periods in skiers. (2L) 18. Operational planning of a skiers' training. (1L) 19. Phases of a preparatory period in skiers' training. (1L) 20. Training load dynamics in preparatory, competitive and transitional periods. (1L) 21. Operational planning of training. (1L) 22. Planning the training routine of skiers in a micro cycle. (1L) 23. Planning the training routine of a single day. (1L) 24. Planning the training routine of a single training session. (1L)</p> <p>Seminars</p> <p>1. Devising the training plan of an alpine skiing school. (6S) 2. Devising the training plan of a cross country skiing school. (6S) 3. Devising the long-term training plan for skiers. (2S) 4. Devising the training plan for skiers in an Olympic 4-year cycle. (2S) 5. Devising the annual plan for skiers. (4S) 6. Devising the training plan for skiers for mezzo cycles – periods.(2S) 7. Devising the training plan for skiers for mezzo cycles – phases. (2S) 8. Devising the training plan for skiers for a micro cycle. (2S) 9. Devising the training plan for skiers for a single training day. (2S) 10. Devising the training plan for skiers for a single training session. (2S)</p>					
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8 Student responsibilities	Attending all forms of classes.					
2.9 Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1	Research		Practical training	3
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Attending classes 16.6% Oral exam 33.4% Practical training 50%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Matković, B, Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.		
2.12 Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Rađenović, O. i sur. (2008). Alpsko skijanje. Zagreb: Hrvatski zbor učitelja i trenera skijanja. 2. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja. Ljubljana: SZS-ZUTS. 3. Milanović, D.(2010). Teorija i metodika treninga. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu. 4. Bomp, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal. 5. Bomp, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal. 		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Bojan Matković, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN SKIING	1.7. Credits (ECTS)	3
1.3. Associate teachers	Vjekoslav Cigrovski, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	12
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary objective of the course Training Effects Control in Alpine Skiing is acquisition of theoretical and theoretical-practical knowledge that will enable students for control and evaluation of the teaching and training process in alpine skiing. The objective of the course is also to acquaint students with modalities and methods of control of sports condition of alpine skiers of different age categories.		
2.2. Course enrolment requirements and entry competences required for the course	Requirements for the course enrolment are: students are required to have completed Skiing and passed the exam with a minimum grade of very good (4 (B)) or excellent (5 (A)) and/or that they are categorized skiers in the first, second, or third category.		
2.3. Learning outcomes at the level of the programme to which the course contributes	During the course Training Effects Control in Alpine Skiing students will, as kinesiologists, acquire basic knowledge that will enable them to evaluate successfully the process of teaching of the skiing technique, as well as to control the training process in skiers. Students will get the basic information on modalities of diagnosing sports condition in skiers of various age categories and quality level. Also, during this course students gain knowledge that will enable the critical approach and evaluation of different methods of control and diagnostics of conditioning in skiers.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - define criteria of different degrees of knowledge of the skiing technique, - define and explain the system of diagnostics in alpine skiing, - explain the importance of diagnostic procedures in assessment of preparedness of skiers, - describe the basic characteristics of different types of diagnostics of sports condition and preparedness of skiers, - explain the possibilities of application of testing results in planning and programming of training in skiers.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures 1. Evaluation of the degrees of knowledge of the elements of skiing technique. (1L) 2. Criteria for the evaluation of the degree of knowledge of different elements of skiing technique. (1L) 3. Morphological diagnostics in skiing. (2L) 4. Functional diagnostics in skiing. (2L) 5. Biomechanical diagnostics in skiing. (2L) 6. Diagnostics of motor abilities of skiers. (2L) 7. Psychosociological diagnostics in skiing. (2L) 8. Phases of the diagnostic procedure. (2L) 9. Model characteristics of the top-level skiers. (1L)		

	Exercises 1. Evaluation of the level of the acquired specific motor knowledge in skiers at recreational level. (3E) 2. Evaluation of the technical performance of the slalom skiing technique in competitive level skiers. (2E) 3. Evaluation of the technical performance of the giant slalom skiing technique in competitive level skiers. (2E) 4. Testing of morphological characteristics of competitive skiers. (2E) 5. Testing of motor abilities of competitive skiers. (2V) 6. Testing of functional (cardiorespiratory) abilities of competitive skiers. (2E) 7. Biomechanical analysis of efficiency of competitors in skiing. (2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance of all classes.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam	1	(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance=17% Written exam=33% Seminar essay=17% Oral exam=33%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Matković, B, Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno. Zagreb: Europapress holding i FERBOS inženjering.				
2.12. Optional literature (at the time of submission of study programme proposal)	1. Cigrovski, V., Matković, B. (2007). Prikaz nekih testova za procjenu eksplozivne snage kod mladih alpskih skijaša. u: Zbornik radova Kondicijska priprema sportaša, Zagreb, 23. - 24. 02. 2007. 308-311. 2. Cigrovski, V., Matković, B., Vučetić, V. (2010). Brzina, agilnost i eksplozivna snaga – važne motoričke sposobnosti u mladim alpskim skijaša. u: Zbornik radova Kondicijska priprema sportaša, Zagreb, 26. i 27. 02. 2010. 204-207. 3. Cigrovski, V., Matković, B., Matković, R. B. (2008). Evaluation of objectivity and homogeneity of skiing knowledge grading process. In: Milanović, D., Prot, F. (Eds.), Proceeding book "5th International Scientific conference on Kinesiology". Zagreb 10. - 14. 09. 2008., Zagreb: Kineziološki fakultet, 513-517. 4. Bompa, T. O. (2006). Periodizacija. Teorija i metodologija treninga. Zagreb: Gopal. 5. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1 Course teacher	Assist.Prof. Željko Hraski, Ph.D.	1.6 Year of the study programme	5.
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	Prof. Kamenka Živčić-Marković, Ph.D.		
1.2 Name of the course	TRAINING PROGRAMMING IN ARTISTIC GYMNASTICS	1.7 Credits (ECTS)	6
1.3 Associate teachers	Tomislav Krističević, Ph.D. Tigran Gorički, Mag.Cin. (part-time associate) Igor Krijinski, Mag.Cin. (part-time associate)	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30E)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	10
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1 Course objectives	To adopt a high level of sports gymnastics-related knowledge that will enable the students to purposefully and efficiently solve various training tasks that emerge during training. Acquainting the students with the possibilities of devising and implementing various training plans in gymnastics.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Gymnastics</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will be qualified for: <ul style="list-style-type: none"> - conduct training sessions in sports gymnastics with athletes of varying age and rank, - conduct scientific research related to sports gymnastics, - implement gymnastics-based programs in kindergartens and schools, - apply the gymnastics elements in other sports, - apply the gymnastics elements in varying populations (e.g. elderly), - conducting assessment procedures in sports gymnastics, - planning and programming of training process for athletes of varying age and rank - organize gymnastics competitions. 		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will acquire practical and theoretical knowledge regarding the basic kinesiological and anthropological characteristics and teaching/coaching methods in sports gymnastics. This will enable them to successfully work with the selected groups of gymnasts. Students will master the basics of training planning in gymnastics, including athletes varying in age and rank. Training effects assessment procedures will also be mastered. In addition, students will be competent to conduct scientific research in the area of sports gymnastics. They will also be able to select and apply the appropriate training means and teaching methods in training of athletes varying in age and rank.		

2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises (each subject takes 2L+2E to complete) <ol style="list-style-type: none"> 1. Aims of training process in sports gymnastics. Characteristics of a training plan. Defining the aims and periodisation of training in sports gymnastics. 2. Selection and distribution of training operators in sports gymnastics, recovery measures. 3. Using the data bases regarding the model values of the elite gymnasts in terms of their characteristics, abilities and knowledge. 4. Conducting the preparedness assessment procedures in gymnastics. 5. Comparing the individual assessment results with those of the elite gymnasts. 6. Technical, personnel-related and equipment-related conditions necessary for high-performance achievements. 7. Long-term, short-term, and mid-term training planning. 8. Competition calendar for various age- and quality level categories of gymnasts. Periodisation of training with regard to multi-year goals. 9. Developmental phases of the high-performance condition within an annual training cycle. 10. Teaching individual technique elements. 11. Planning the strength and conditioning process. 12. Daily training programs. Training analysis. 13. Planning the work with children of varying ages. 14. Planning the work with junior – and senior- level gymnasts. 15. Analyzing the training plan in national team gymnasts. 				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.10. Comments:		
2.8 Student responsibilities					
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	1	Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)
	Tests		Oral exam	2	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 33% Research 17% Seminar essay 17% Oral exam 33%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Hraski, Ž. (2002). Correlation between selected kinematic parameters and angular momentum in backward somersaults. u:			1	Internet

	Gianikellis K. (ur.), Proceedings of the 20th International Symposium on Biomechanics in Sport, Caceres, Spain, July 1 – 5, 2002. Caceres: Universidad de Extremadura, 167-170.		
	2. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, 10-13.	1	Internet
	3. Živčić, K., Breslauer, N., Stibilj – Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. <i>Odgojne znanosti</i> , 1(15), 159-180.	1	Internet
2.12 Optional literature (at the time of submission of study programme proposal)	6. Omrčen, D., Živčić Marković, K. (2009). The discourse of the epistemic community of artistic gymnastics: The analysis of articles' titles. <i>Science of gymnastics journal</i> . 1(1), 41-53. 7. Čuk, I., Atiković, A., Tabaković, M. (2007). Hipotetičko-funkcionalno anatomsko i mehaničko analizu novog gimnastičkog elementa – Tkačev salto. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 13-20. 8. Bricelj, A., Dolenc, A., Bučar Pajek, M., Turšič, B., Čuk, I., Čoh, M. (2007). Reliability of runway characteristics of vault in women artistic gymnastics. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 32-35. 9. Čuk, I., Bricelj, A., Bučar Pajek, M., Turšič, B., Atiković, A. (2007). Relationship between start value of vault and runway velocity in top level male artistic gymnastics. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja 64-67. 10. http://www.scienceofgymnastics.com		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Željko Hraski, Ph.D. Prof. Kamenka Živčić Marković, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN GYMNASTICS	1.7. Credits (ECTS)	3
1.3. Associate teachers	Tomislav Krističević, Ph.D. <u>Part-time Associates:</u> Tigran Gorički, Mag.Cin. Igor Krijimski, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	10
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire a high level of knowledge from the field of gymnastics that will enable students to, effectively and adequately, solve different tasks in realization of the gymnastic training. Theoretical and theoretical-practical introduction of students to the process of control and evaluation of training in gymnastics. Also, the objective of this course is to acquaint students with modalities and methods of control of sports condition of gymnasts of different age categories and quality level.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Gymnastics.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: - realize programmes of gymnastics trainings with gymnasts of different age categories and quality level, - conduct scientific research in gymnastics, - realize gymnastic programmes in kindergartens and school sports associations, - apply elements of gymnastics in the training process of other sports, - apply elements of gymnastics in different programmes of exercise for elderly persons, - diagnose the sports condition status of gymnasts, according to different age categories and quality level, - plan and programme the training process for gymnasts of different age categories and quality level, - organize gymnastic competitions.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Within the elective module Gymnastics, students will acquire practical and theoretical knowledge of the basic kinesiological and anthropological characteristics, methodical procedures for development and maintenance of specific conditioning abilities and learning of technical-tactical knowledge in gymnastics, which will enable them to work successfully with selected groups of gymnasts. Students will learn the basics of planning and programming of the trainings of gymnasts of different age categories and quality level, and they will learn the basic methods for control of achieved training effects and competitive achievements.		

	<p>Elective module Gymnastics will enable students to acquire the scientific basics to conduct research in the field of gymnastics, which will improve programming, monitoring, and evaluation of the sports condition status of gymnasts. Courses in the elective module Gymnastics will enable students to choose and apply elements of gymnastics, and gymnastic methods and learning procedures in the training process of female and male gymnasts of different age categories and quality level.</p>																																			
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and exercises</p> <ol style="list-style-type: none"> 1. The diagnostics of sports condition in artistic gymnastics. (2L+2E) 2. Identification of the initial, transitive and final sports condition status. The testing procedures. The selection and metric characteristics of assessment tools for the determination of the sports condition status. (2L+2E) 3. The tests of specific physical preparation of gymnasts. (2L+2E) 4. The analysis of test results of the Croatian gymnastic national team. (2L+2E) 5. The assessment of competitive efficiency. The prognoses of progress. (2L+2E) 6. The application of audiovisual aids. (2L+2E) 7. The application of various systems for measuring the kinematic and kinetic characteristics of movement (MAT; APAS). Interpretation of results of biomechanical analyses. (2L+2E) 8. The application of results of diagnostic procedures in the programming of the training. (1L+1E) 																																			
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>																																	
<p>2.8. Student responsibilities</p>																																				
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</p>	<table border="1"> <tr> <td>Class attendance</td> <td>1</td> <td>Research</td> <td></td> <td>Practical training</td> <td></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td></td> <td>(other)</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar essay</td> <td>0,5</td> <td>(other)</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> <td>Oral exam</td> <td>1</td> <td>(other)</td> <td></td> </tr> <tr> <td>Written exam</td> <td>0,5</td> <td>Project</td> <td></td> <td>(other)</td> <td></td> </tr> </table>	Class attendance	1	Research		Practical training		Experimental work		Report		(other)		Essay		Seminar essay	0,5	(other)		Tests		Oral exam	1	(other)		Written exam	0,5	Project		(other)						
Class attendance	1	Research		Practical training																																
Experimental work		Report		(other)																																
Essay		Seminar essay	0,5	(other)																																
Tests		Oral exam	1	(other)																																
Written exam	0,5	Project		(other)																																
<p>2.10. Grading and evaluating student work in class and at the final exam</p>	<p>Class attendance 33% Written exam 17% Seminar essay 17% Oral exam 33%</p>																																			

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Hraski, Ž. (2002). Correlation between selected kinematic parameters and angular momentum in backward somersaults. u: Gianikellis K. (ur.), Proceedings of the 20th International Symposium on Biomechanics in Sport, Caceres, Spain, July 1 – 5, 2002. Caceres: Universidad de Extremadura, 167-170.	1	Internet
	2. Hraski, Ž., Mejovšek, M. (2004). Production of angular momentum for backward somersault. IASTED International Conference on Biomechanics, Honolulu, Hawaii, USA, .10-13.	1	Internet
	3. Živčić, K., Breslauer, N., Stibilj – Batinić, T. (2008). Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici. <i>Odgojne znanosti</i> , 1(15), 159-180.	1	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Marinšek, M., Čuk, I. (2007). Theoretical model for the evaluation of somersault landings in floor exercise. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 63-68. 2. Čuk, I., Atiković, A., Tabaković, M. (2007). Hipotetičko-funkcionalno anatomsko i mehaničko analiza novog gimnastičkog elementa – Tkačev salto. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 13-20. 3. Bricelj, A., Dolenc, A., Bučar Pajek, M., Turšič, B., Čuk, I., Čoh, M. (2007). Reliability of runway characteristics of vault in women artistic gymnastics. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja, 32-35. 4. Čuk, I., Bricelj, A., Bučar Pajek, M., Turšič, B., Atiković, A. (2007). Relationship between start value of vault and runway velocity in top level male artistic gymnastics. u: Smajlović, N. (ur.) Zbornik naučnih i stručnih radova – dodatak. Sarajevo: Univerzitet, Fakultet sporta i tjelesnog odgoja 64-67. 5. http://www.scienceofgymnastics.com 		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1 Course teacher	Prof. Boris Neljak, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN TENNIS	1.7 Credits (ECTS)	6
1.3 Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	About 15
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1 Course objectives	<ul style="list-style-type: none"> - Acquiring the basic principles of training planning in tennis with an emphasis on the specifics of transformation procedures in tennis. - Achieving a high level of theoretical and practical knowledge from the area of training planning and programming in tennis. 		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Racket Sports</i> course.		
2.3 Learning outcomes at the level of the programme to which the course contributes	Students will acquire a high level of basic and specific theoretical knowledge with regard to devising a training plan in tennis.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will acquire:</p> <ul style="list-style-type: none"> - basic and specific knowledge regarding the competition calendars in tennis, - basic and specific knowledge regarding the specifics of transformational procedures in tennis, - basic and specific knowledge regarding the structuring of the multi-year, annual and semi annual training and competition calendar for various age categories, - specific knowledge regarding the structuring of macro, mezzo and micro cycles with regard to age, sex and prior knowledge of tennis players, - advanced knowledge regarding the adjustment of physical conditioning, technical, tactical and psychological training. <p>This will prepare them for:</p> <ul style="list-style-type: none"> - devising the training plans for players of varying age, - devising and implementation of training programs of macro, mezzo and micro cycles for players of varying age, - organizational challenges in adjusting the physical conditioning, technical, tactical and psychological training in tennis clubs and teams. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Principles and rules in planning the tennis training (2L) 2. Specifics of transformation procedures in tennis (2L) 3. Competition calendars in varying age categories (2L) 4. The importance of a competition schedule for structuring the optimal training program in players of varying age and rank (4L) 5. Multi-year, annual and semi-annual training planning in tennis players. Basic principles in various stages of a tennis athlete's career (4L) 6. Planning the mezzo and micro cycles with regard to age, sex and prior knowledge: aims of the mezzo cycles; structure of mezzo cycles; training load in mezzo cycles; the relationship between training and recovery; methods and training means (4L) 		

	<p>7. Preparing the training day and a single training session: aims of specific training sessions, parameters of training load and time necessary for recovery (4L)</p> <p>8. Training process and high-performance state: principles of development of a high-performance state (2L)</p> <p>9. Managing the high-performance state (2L)</p> <p>10. Analysis of training plan's effectiveness (2L)</p> <p>11. Adjusting the plan due to injury, competition results, changes in the competition calendar etc. (2L)</p> <p>Seminars</p> <p>1. Devising a work plan for a tennis club (3S)</p> <p>2. Rules and principles in training planning with regard to age, sex, and prior knowledge (3S)</p> <p>3. Devising an annual training plan for tennis players aged 12-14 years (3S)</p> <p>4. Devising an annual training plan for tennis players aged 16-18 years (3S)</p> <p>5. Devising an annual training plan for adult tennis players (3S)</p> <p>6. Devising a plan for a mezzo cycle in tennis (3S)</p> <p>7. Devising a plan for a micro cycle in tennis (3S)</p> <p>8. Devising a plan for a single training day in tennis (3S)</p> <p>9. Devising a plan for a single training session in tennis (3S)</p> <p>10. Putting together the conditioning, tennis and mental training (with regard to age, sex, and prior knowledge/skills) (3S)</p>				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8 Student responsibilities	Attending classes on a regular basis, being actively involved during classes.				
2.9 Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1.5	Oral exam	1.5	(other)
	Written exam	1.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 25% Test 25% Written exam 25% Oral exam 25%				

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Filipčić, A. (2002). <i>Tenis: treniranje</i> . Ljubljana: Fakulteta za šport, Inštitut za šport, 212.	10	
	2. Groppe, J. L., Loehr, L. E., Melville, D. S., Quin, A. B. (1983). <i>Science of Coaching Tennis</i> . Champaign, IL: Leisure Press.	5	
	3. Tennis Canada (2009). Under 18 club training program. National Coaching Certification Program: printed by Tennis Canada.	10	
2.12 Optional literature (at the time of submission of study programme proposal)	1. Bompa, T. (1999). <i>Periodisation: Theory and methodology of training</i> . Champaign, IL: Human Kinetics. 2. Bompa, T. (2000.). <i>Cjelokupan trening za mlade pobjednike</i> . Zagreb: Hrvatski košarkaški savez, Udruga hrvatskih košarkaških trenera. 3. Tennis Canada (2009). Under 14 intern club training program. National Coaching Certification Program: printed by Tennis Canada.		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
2.6. Course teacher	Prof. Boris Neljak, Ph.D.	1.6. Year of the study programme	5
2.7. Name of the course	TRAINING EFFECTS CONTROL IN TENNIS	1.7. Credits (ECTS)	3
2.8. Associate teachers	Petar Barbaros Tudor, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	Approx. 15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The achievement of a high level of theoretical and practical knowledge of tennis training effects control and other relevant competences for coaching prospective and advanced/elite cadet, junior and adult competitors. The students should gain basic principles of training condition and sports shape (peak) assessment in tennis as well as the ways in which fitness (the initial, transitive and final states) can be determined in laboratory and on court (field measurement).		
2.2. Course enrolment requirements and entry competences required for the course	Completed Racquet Sports course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will gain a high level of basic and specific theoretical knowledge of training control effects in tennis with the purpose to apply it adequately in practice in the future.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students: will gain:</p> <ul style="list-style-type: none"> - The basic, specific and practical knowledge about the procedures of testing, constructing, selection and analysis of field and laboratory measuring instruments for fitness conditions; - Specific knowledge on competition performance assessment; - The basic and specific knowledge on audio-visual aids implementation in training effects control; - Advanced knowledge on optimal implementation of testing results in tennis training planning and programming for players of different age and gender. <p>The abovementioned empowers the students for:</p> <ul style="list-style-type: none"> - Training effects control by means of adequate laboratory tests aimed at assessing particular abilities; - Training effects control by means of adequate field (tennis court) tests aimed at assessing particular abilities; - Training effects control by means of audio-visual aids (technique performance and timing); - Optimal application of testing results in tennis training planning and programming for players of different age and gender. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures</p> <ol style="list-style-type: none"> 1. Fitness condition and sports shape assessment. (1L) 2. Determination of initial, transition and final fitness states. (1L) 3. Testing procedures. The construction, selection and analysis of measuring instruments aimed at assessing morphological characteristics and basic motor abilities. (1L) 		

	<p>4. Testing procedures. The construction, selection and analysis of measuring instruments aimed at assessing situational motor abilities and technical-tactical proficiency. (1L)</p> <p>5. Testing procedures. The construction, selection and analysis of measuring instruments aimed at assessing basic and specific functional abilities. (1L)</p> <p>6. Testing procedures. The construction, selection and analysis of measuring instruments aimed at assessing cognitive abilities and conative traits. (2L)</p> <p>7. Testing procedures. The construction, selection and analysis of measuring instruments aimed at assessing microsocial relationships. (1L)</p> <p>8. Competition performance assessment: play activity monitoring parameters, registration and evaluation of the collected data. (1L)</p> <p>9. Audio-visual aids: application of information obtained through A/V aids. (1L)</p> <p>10. Collecting and using the data from the process of training, training- and official-matches. (2L)</p> <p>11. Subjective assessment in selection process and training and competition effects control. (1L)</p> <p>12. Testing results implementation in tennis training planning and programming. (1L)</p> <p>13. Training microcycle programming based on the fitness condition analyses. (1L)</p> <p>Exercises</p> <p>1. Evaluation of global and specific physical and motor condition of tennis players. (3E)</p> <p>2. Evaluation of technical preparedness of tennis players. (3E)</p> <p>3. Evaluation of strategic and tactical preparedness of tennis players. (3E)</p> <p>4. Evaluation of psychological fitness of tennis players. (3E)</p> <p>5. Integral preparedness/fitness control of tennis players; detection of weak sides and their correction immediately prior to the competition. (3E)</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance, active class participation.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	1	(other)	
	Written exam	0.5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance: 33% Tests: 17% Written exam: 17% Oral exam: 33%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Neljak, B. Vučetić, V. (2002). Skup testova za procjenu motoričkih sposobnosti tenisača. Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije. Findak, V. (ur). Zagreb: Hrvatski kinološki savez, 362-365.	10	
	2. Novak, D., Neljak, B., Barbaros Tudor, P. (2008). Dijagnostika snažnih svojstava vrhunskog tenisača u razdoblju od 13. do 16. godine. u: Jukić, I., Milanović, D., Gregov, C. (ur). Zbornik radova 6. godišnje međunarodne konferencije „Kondicijska priprema sportaša“, Zagreb, Croatia, 145-147.	10	
	3. Barbaros Tudor, P., Neljak, B., Matković, B. (2002). Specifični test – osnova istinske procjene pripremljenosti vrhunskog tenisača. Zbornik radova.11. zagrebački sajam sporta i nautike, Zagreb, 338-342.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>3. Saviano, N. (2003). Maximum tennis. Human kinetics, USA.</p> <p>4. Matković, B., Barbaros Tudor, P., Neljak, B. (2002). Procjena stanja treniranosti vrhunske teniske ekipe. 11. zagebački sajam sporta i nautike. Zbornik radova. Zagreb, 334-337.</p> <p>5. Williams, S., Petersen, R. (2005). Serious tennis. Human kinetics, USA.</p> <p>6. Barbaros Tudor, P. (2007). Trening mentalnih sposobnosti – Provjerite vlastite mentalne sposobnosti. Hrvatski magazin – Tenis, 35, (8), 46-47.</p> <p>7. Barbaros Tudor, P. (2008). Trening mentalnih sposobnosti – Provjerite vlastite mentalne sposobnosti II. Hrvatski magazin –Tenis, 36, (9), 50-51.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module **BASIC KINESIOLOGICAL TRANSFORMATION**

1. GENERAL INFORMATION			
1.1 Course teacher	Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	PROGRAMMING IN THE BASIC KINESIOLOGICAL TRANSFORMATION	1.7 Credits (ECTS)	6
1.3 Associate teachers	Prof. Gordana Furjan-Mandić, Ph.D. Josipa Bradić, Ph.D. Đurđa Podvorac, Mag.Cin. (part-time associate) Barbara Matijević, Mag.Cin. (part-time associate)	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+30S)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	20 – 30
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COUSE DESCRIPTION			
2.1 Course objectives	To acquire the theoretical knowledge regarding the practical application in the work with various populations based on their abilities. To optimally plan the work keeping in mind the selection and distribution of means, training modalities and load as well as the organization of work through various programs with the primary aim: development of motor and functional abilities.		
2.2 Course enrolment requirements and entry competences required for the course	No enrollment requirements.		
2.3 Learning outcomes at the level of the programme to which the course contributes	<p>Students will acquire theoretical and practical knowledge regarding the:</p> <ul style="list-style-type: none"> - basic kinesiological and anthropological characteristics; - principles in teaching motor skills and knowledge through various programs (pilates, yoga, aerobics); - principles in development of basic, specific motor abilities with regard to the characteristics and abilities of various populations; - basic procedures of selection and distribution of modalities and training load in various exercise programs; - basic planning and programming depending on: age, sex, person's abilities and specificities of different exercise programs - basic and specific methods used in assessment procedures at various time-points during program implementation. <p>Based on the aforementioned, students will be able to critically and independently notice, analyze and solve a problem by organizing and conducting a program adequately. Students will also acquire specific competences by acquiring scientific basis for research implementation.</p>		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to:		

	<ul style="list-style-type: none"> - adequately plan the transformation programs for various age groups of participants with regard to their abilities, knowledge and interests; - organize and implement various transformation programs respecting the selection and distribution of means, selection of adequate exercise modalities and exercise load with the aim of learning and perfecting motor knowledge, motor skills and physiological abilities; - assess the current state of a participant and predict the expected state of his/her characteristics. 					
2.5 Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars (each subject takes 2L+2S to complete)</p> <ol style="list-style-type: none"> 1. Basic general principles in planning the procedures aimed at development of motor and functional abilities. 2. Basics of a short-term planning (semi-annual and annual cycles) aimed at development of motor and functional abilities. 3. Basics of the operational planning (periods and phases) aimed at development of motor and functional abilities. 4. Basics of operational planning (micro-cycle, training day, training session) aimed at development of motor and functional abilities. 5. Basic principles of planning the work aimed at development of motor and functional abilities with preschool children. 6. Basic principles of planning the work aimed at development of motor and functional abilities with elementary school children. 7. Basic principles of planning the work aimed at development of motor and functional abilities with high school children. 8. Selection and talent identification. 9. Basic principles of planning (selection and distribution of means, modalities and training volume in free-weight training). 10. Basic principles of planning (selection and distribution of means, modalities and training volume in aerobics training). 11. Basic principles of planning (selection and distribution of means, modalities and training volume in Pilates training). 12. Basic principles of planning (selection and distribution of means, modalities and training volume in Yoga training). 13. Basic principles of planning (selection and distribution of means, modalities and training volume in cardio-fitness training). 14. Recovery. 15. Research in the area of training plans regarding the athletes of various age categories and level of ability. 					
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures (other)	2.7. Comments:			
2.8 Student responsibilities	Attending classes on a regular basis, independent work on a seminar essay, presentation of the essay.					
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	1.0
	Experimental work		Report		(other)	
	Essay		Seminar essay	1.5	(other)	
	Tests		Oral exam	2.0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 25% Seminar essay 25% Oral exam 33% Practical training 17%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Milanović, D. (2010). Teorija i metodika treninga. Zagreb: Društveno veleučilište u Zagrebu, Kineziološki fakultet Sveučilišta u Zagrebu.		
	2. Bompa, T. O. (2000). Periodizacija. Zagreb: Hrvatski košarkaški savez – Udruga hrvatskih košarkaških trenera.		
2.12 Optional literature (at the time of submission of study programme proposal)	1. Zbornik radova „Kondicijska priprema sportaša“ 2. Časopis „Kondicijski trening“		
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Maja Horvatin-Fučkar, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN BASIC KINESIOLOGICAL TRANSFORMATIONS	1.7. Credits (ECTS)	3
1.3. Associate teachers	Josipa Bradić, Ph.D. <u>Part-time Associate</u> Barbara Matijević, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 30
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To acquire theoretical and practical knowledge of different types of control of work, procedures and parameters of measurement protocols, diagnostics of sports condition status (initial, transitive, and final status), by using basic and specific motor tests for assessment of motor and functional abilities; knowledge of organizing and performing of the testing, analysis of obtained results with the aim of optimal realization of transformational processes in different developmental phases.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>The students will gain theoretical and practical knowledge of:</p> <ul style="list-style-type: none"> - the basic kinesiological and anthropological characteristics; - methodical procedures for learning and acquisition of general motor knowledge of different programmes (pilates, yoga, aerobics..); - methodical procedures for development and maintenance of basic and specific motor abilities, with regard to characteristics and capabilities of groups of different ages and interests; - the basic procedures of selection and distribution of exercise content, modalities, and load volumes in different exercise programmes; - the basics of planning and programming with regard to age, gender, capabilities, and knowledge of the person, and specificities of different exercise programmes; - basic and specific methods and procedures for determining the physical condition of the person and for assessment of expected final states after the completion of the planned transformational process, <p>and based on the acquired knowledge, students will be able to, critically and independently, recognize, analyze, and solve a problem, by organizing and realizing the adequate programme.</p> <p>Students will also gain specific competences by learning the scientific basics for conducting research in different segments of the course.</p> <p>General competences: application of the acquired knowledge in broader areas of social and sports activities and in personal development.</p>		

2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to independently: <ul style="list-style-type: none"> - plan and programme transformational programmes for exercisers of different age categories, with regard to their capabilities, knowledge, and interests; - organize and realize different transformational programmes, taking care of the choice and distribution of exercise programme, choice of adequate work modalities and load volume, with the aim of learning, acquisition, and perfecting general and specific (characteristic for different exercise programmes) motor knowledge and development and maintenance of motor and functional abilities, - diagnose current conditions of the exercisers with the possibility of optimal assessment of expected, final states. 					
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Procedures and parameters of measurement protocols. (2L+2E) 2. Diagnostics of exercisers' condition (initial, transitive, and final state). (1L+1E) 3. Basic motor tests for assessment of motor abilities: power, coordination, speed. (2L+2E) 4. Basic motor tests for assessment of motor abilities: balance, precision, flexibility. (2L+2E) 5. Motor tests for assessment of functional abilities. (2L+2E) 6. Organization and performance of different types of measurements with regard to their complexity. (2L+2E) 7. Analysis of results obtained by different tests. (2L+2E) 8. Procedures for assessment of expected (transitive and final) condition states. (2L+2E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance, active participation in teaching process, completing compulsory practice, passing the tests and exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.0	Research	0.5	Practical training	0.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	1.0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33% Research 17% Oral exam 33% Practical training 17%					

2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Metikoš, D., Hofman, E., Prot, F., Pintar, Ž., Oreb, G. (1989). Mjerenje bazičnih motoričkih dimenzija sportaša. Zagreb: Fakultet za fizičku kulturu.	10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Sudarov, D. (2007). Testovi za procenu fizičkih performansi. Novi Sad: Pokrajinski zavod za sport. 2. Bizjak, K. i sur. (2006). Individualizacija športne vzgoje s polarjem. Ljubljana: Intact grupa, Fakultet za šport, Zveza društev športnih pedagogov.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module **PHYSICAL CONDITIONING OF ATHLETES**

1. GENERAL INFORMATION			
1.1 Course teacher	Prof. Igor Jukić, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	PHYSICAL CONDITIONING PROGRAMMING	1.7 Credits (ECTS)	6
1.3 Associate teachers	Prof. Dragan Milanović, Ph.D. (T) Sanja Šalaj, Ph.D. Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. Assist.Prof. Asim Bradić, Ph.D. (part-time associate)	1.8 Type of instruction (number of hours L + S + E + e-learning)	60 (30L+15S+15E)
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	30
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COUSE DESCRIPTION			
2.1 Course objectives	The aim of this course is to introduce the students to the concept of devising strength and conditioning plan for various sports, in varying age categories and in varying competition levels.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Basic Kinesiological Transformation and Training Theory</i> courses.		
2.3 Learning outcomes at the level of the programme to which the course contributes	The students will be able to: - integrate the teaching skills while planning the various cycles of strength and conditioning, - integrate the strength and conditioning into a global plan of sports training in various cycles of an athlete's career.		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - determine the aims of strength and conditioning process, time limits and necessary facilities, equipment and personnel, - on the basis of plan, determine the means, methods, loads, equipment and localities as basic prerequisites for devising a conditioning program, - understand the specifics of planning the conditioning process in children athletes and other specific populations, - devise a conditioning program for various sports, age categories and training cycles.		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures, seminars and exercises (each subject takes 2L+1S+1E to complete) 1. Various approaches to strength and conditioning planning. 2. Pillars of strength and conditioning in various cycle structures. 2. Long-term planning of the strength and conditioning procedures (multi-year and bi-annual training plans). 3. Planning the strength and conditioning procedures in annual and semi-annual cycles, in periods and phases, in micro cycles, in training days and single training session. 4. Adjusting the level of conditioning with other segments of sports preparation. 5. Periodization of strategy in strength and conditioning.		

	6. Modeling the training cycles in strength and conditioning. 7. Tapering in strength and conditioning. 8. Assessing the effects of strength and conditioning procedures. 9. Modeling and evaluating programs aimed at development of motor characteristics in various stages of preparation. 10. Modeling and evaluating programs aimed at development of physiological abilities in various stages of preparation. 11. Modeling and evaluating programs aimed at development of morphological characteristics in various stages of preparation. 12. Modeling and evaluation programs aimed at injury prevention. 13. Specifics of strength and conditioning planning in children athletes. 14. Specifics of strength and conditioning planning in special populations.				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8 Student responsibilities	Attending classes and being actively involved during classes.				
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	2.5	(other)
	Tests		Oral exam	3.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Seminar essay 42% Oral exam 58%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša. Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. - 22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez.			20	YES
	2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening. Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.			30	YES
	3. Bompa, T. O. (2000). Periodization. Theory and Methodology of Training. Champaign, Ill: Human Kinetics.			5	YES
2.12 Optional literature (at the time of submission of study programme proposal)	1. Beachle, T. R., Earle, R. W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, IL: Human Kinetics. 2. Bompa, T. O. (2005). Cjelokupan trening za mlade pobjednike. Zagreb: Gopal. 3. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics.				

	<p>4. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša, Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske.</p> <p>5. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics.</p>
<p>2.13 Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Anonymous student survey.</p>

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Igor Jukić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	TRAINING EFFECTS CONTROL IN PHYSICAL CONDITIONING	1.7. Credits (ECTS)	3
1.3. Associate teachers	Vlatko Vučetić, Ph.D. Luka Milanović, Ph.D. Cvita Gregov, Mag.Cin. Daniel Bok, Mag.Cin. Part-time Associate: Assist.Prof.Asim Bradić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	80
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0%
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to enable students to acquire knowledge of procedures of assessment, evaluation, and monitoring physical condition of athletes.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Basic Kinesiological Transformations and Training Theory.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will be able to: • apply diagnostic procedures for assessment of physical condition of athletes, • evaluate and apply results of diagnostic procedures in design of plan and programme of physical conditioning of athletes.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: • choose adequate diagnostic procedures for assessment of physical condition and preparedness of athletes, • evaluate the testing results with regard to sport, gender, age category, level of preparedness, and training history of the athlete, • understand specificities of periodical and acute monitoring of physical condition and preparedness of athletes, • implement results of the diagnostic procedures in planning and programming of the physical conditioning of athletes.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises 1. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, motor abilities. (1L+1E) 2. Application of known, and construction of new measurement tools for assessment of characteristics that determine physical condition and preparedness. (1L+1E) 3. Defining the initial, transitive, and final condition of an athlete. (1L+1E) 4. Defining the model characteristics of athletes. (1L+1E) 5. Comparison of the testing results of a specific athlete with the model characteristics for different age, gender, and level of training status. (1L+1E) 6. The use of testing results in programming and control of physical conditioning. (2L+2E) 7. Prognosing of transitive and final states of physical condition of athletes. (2L+2E) 8. Registration and record of training parameters. (2L+2E)		

	9. Control of condition and preparedness by monitoring parameters of situational efficiency of athletes. (2L+2E)				
	10. New technological and scientific findings from the field of control of physical condition of athletes. (2L+2E)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	3	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 100%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Šentija D., Vučetić, V. (2005). Sportsko-medicinska funkcionalna dijagnostika. U: Čajavec R., Heimer. S. i suradnici. Medicina športa. Olimpijski komite Slovenije, Združenje športskih zvez, Zdravstveni dom Celje.			10	YES
	2. Mišigoj-Duraković, M. (1996). Morfološka antropometrija u sportu. Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.			20	YES
	3. Jukić I., Vučetić, V., Aračić M., Bok, D., Dizdar D., Sporiš, G., Križanić, A. (2008). Dijagnostika kondicijske pripremljenosti vojnika. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Institut za istraživanja i razvoj obrambenih sustava.			30	NO
2.12. Optional literature (at the time of submission of study programme proposal)	1. Vučetić, V., Šentija, D. (2005). Dijagnostika funkcionalnih sposobnosti – zašto, kada i kako testirati sportaše?. Kondicijski trening. Zagreb: UKTH, 2(2): 8-14. 2. Vučetić, V. (2009). Dijagnostički postupci za procjenu energetskih kapaciteta sportaša – pozvano predavanje. Zbornik radova 7. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2009. – Trening izdržljivosti“, Zagreb: KF, UKTH, 20-31. 3. Vučetić, V. (2010). Dijagnostički postupci za procjenu razine treniranosti brzine, agilnosti i eksplozivnosti. Zbornik radova 8. godišnje međunarodne konferencije „Kondicijska priprema sportaša 2010. – Trening brzine, agilnosti i eksplozivnosti“, Zagreb: KF, UKTH, 27-36. 4. Tossavainen, M. (2004). Testing Athletic Performance in Team and Power Sports. Newtest Oy. Finland. 5. Wasserman, K., Hansen, J. E., Sue, D. Y., Casaburi, R., Whipp, B. J. (1999). Principles of exercise testing and interpretation (III Ed). Baltimore: Lippincott Williams & Wilkins.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

Elective module FITNESS

1. GENERAL INFORMATION			
1.1 Course teacher	Prof. Goran Marković, Ph.D.	1.6 Year of the study programme	5
1.2 Name of the course	TRAINING PROGRAMMING IN FITNESS	1.7 Credits (ECTS)	4,5
1.3 Associate teachers	Josipa Bradić, M.Sc. Assist.Prof.Asim Bradić, Ph.D. (part-time associate)	1.8 Type of instruction (number of hours L + S + E + e-learning)	30L+15S
1.4 Study programme (undergraduate, graduate, integrated)	Integrated	1.9 Expected enrolment in the course	20
1.5 Status of the course	Elective	1.10 Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1 Course objectives	To introduce the basic concepts of designing the exercise programs directed toward preserving/enhancing the components of health-related fitness - muscle-motor component, cardio-respiratory component, morphological component and metabolic component. To introduce the methods of load parameters determination in fitness training. To introduce the basic information regarding the exercise programs design for special populations.		
2.2 Course enrolment requirements and entry competences required for the course	Completed <i>Basic Kinesiological Transformation, Anatomy, Physiology, Biomechanics</i> and <i>Training Theory</i> courses.		
2.3 Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - The ability to critically analyze and solve practical kinesiological problems, - The ability to plan and implement transformational procedures in the area of applied kinesiology. - The ability to promote physical activity with the aim of health preservation in persons of varying sex, age and physical activity levels. 		
2.4 Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - understand the basic principles of progression in fitness training of healthy individuals, - design optimal fitness programs for preservation/enhancement of health-related fitness in healthy individuals, - understand the specifics of designing the exercise programs for special populations such as youth and elderly, - understand the basics of body adaptation to resistance training, cardio-respiratory training, flexibility training as well as balance training, - integrate the fitness-related knowledge with the nutrition-related knowledge with the aim of optimizing the adaptation to training stimulus. 		
2.5 Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars <ol style="list-style-type: none"> 1. Acute physiological body responses to various fitness training modalities. (2L+2S) 2. Chronic adaptation of the body to various fitness modalities. (4L+2S) 3. Determining the parameters of training load in fitness training. (4L+2S) 4. Principles of progression in fitness training. (4L+2S) 5. Designing a single fitness training session. (4L+2S) 6. Designing the fitness program: micro-, mezzo-, and macro cycle. (4L+2S) 		

	7. Integration of fitness training and nutrition. (4L+1S)				
	8. Specifics of fitness training in special populations. (4L+2S)				
2.6 Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8 Student responsibilities	Attending classes and being actively involved during classes, taking tests and exam.				
2.9 Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests	1.5	Oral exam		(other)
	Written exam	2.5	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Attending classes 11% Test 33% Written exam 56%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji. Fakultet prirodoslovno-matematičkih znanosti, Split.			15	No
	2. Zatsiorsky, V. M., Kraemer, W. J. (2010). Znanost i praksa u treningu snage. Beograd: Datastatus.			10	No
2.12 Optional literature (at the time of submission of study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening. Zagreb: TVZ. 2. Howley, E., Franks, B. D. (2007). Fitness Professional's Handbook, Champaign, IL., USA. 3. ACSM. (2009). ACSM's Guidelines for Exercise Testing and Prescription. Baltimore: Lippincott Williams & Wilkins.				
2.13 Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Gordana Furjan-Mandić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	GROUP FITNESS PROGRAMMES 2	1.7. Credits (ECTS)	4.5
1.3. Associate teachers	Jadranka Vlašić, Ph.D. <u>Part-time Associates:</u> Martina Jeričević, Ph.D. Vesna Alikalfić, M.Sc. Ana -Marija Jagodić-Rukavina, M.Sc. Gordana Majerić, Mag.Cin. Vanessa Kosalec, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (25L+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is acquisition of basic and more complex movement structures of exercises for development of repetitive strength, pilates and other modern fitness programmes and their practical application in education, recreation and sport.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Basic Kinesiological Transformations, Aerobics, Functional Anatomy, Biomechanics, Physiology of Sport and Exercise.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Ability of independent planning, programming, and conducting classes of different types of group fitness programmes for populations of different ages and level of physical fitness.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: - demonstrate correct technique of different types of group fitness programmes (GFP); - effectively and confidently teach different types of GFP to healthy individuals of different ages, gender, and physical activity level; - understand and successfully implement components of GFP with regard to the goals of transformational process in fitness; - include GFP components in programming of the physical education classes.		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Theoretical lecturers (1 lecture hour for each teaching topic): 1. Kinesiological structure of modern group fitness programmes. 2. Specificities and differences between group fitness programmes. 3. The role and methods of work of the instructor in group fitness programmes. 4. Inadvisable movement structures in aerobics. 5. Different types of group fitness programmes for 'specific' populations. Theoretical-practical lectures and exercises (2TPL + 2E for each teaching topic): 1. Methodical procedures of the change of the lead leg. 2. Instructor's positioning in relation to the group. 3. Stretching and relaxation exercises. 4. Exercise for development of repetitive strength.		

	5. Aerobics with the use of different equipment. 6. Classic pilates technique. 7. Pilates with the use of different equipment. 8. Nordic walking – the basic technique. 9. Exercises for development of repetitive and explosive strength in nordic walking. 10. Aerobics for 'specific' populations.					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance; active participation in the teaching process; passing the tests and exam.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1.5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam	1	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 22% Tests – 22 % Practical training – 22% Oral exam – 34%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Zbornik radova, 6. zagrebački sajam sporta (1997). „Suvremena aerobika“, Metikoš, D., Prot, F., Furjan-Mandić, G., Kristić, K. (ur.) Zagreb: Fakultet za fizičku kulturu.				No	
	Siler, B. (2003). Pilates tijelo – vodič kroz vježbe za jačanje, izduživanje i oblikovanje tijela kod kuće – bez sprava, Zagreb: Biovega.				No	
	Jagodić-Rukavina, A. M. (2006). Body tehnika. Zagreb: Planetopija.				No	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Jagodić Rukavina, A. M. (2005). Metodika individualnog i grupnog rada pilates vježbanja (Magistarski rad), Zagreb. 2. Furjan-Mandić, G., Kondrić, M. (2005). Nordijsko hodanje - nova aktivnost u fizičkoj pripremi sportaša. u: Sekulić, D. (ur.). Međunarodno znanstveno-stručno savjetovanje „Sport – rekreacija – fitness“, Split, 15. travnja 2005. Zbornik radova. Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja, Zavod za kineziologiju, 165-168. 3. Alter, M. J. (1990). Science of stretching. Champaign, Illinois: Human Kinetics Books.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

Elective module KINESIOLOGICAL RECREATION

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof.Drena Trkulja Petković, Ph.D.	1.6. Year of the study programme	5

1.2. Name of the course	KINESIOLOGICAL RECREATION IN TOURISM	1.7. Credits (ECTS)	9
1.3. Associate teachers	Danijel Jurakić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	90(60L+14S+16E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The basic aim of this course is to provide the students with theoretical and theoretical-practical knowledge regarding the kinesiological recreation in tourism. Also, the aim is to introduce the students to a large panel of recreational activities, means and programs, and how these can be implemented in tourism.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Kinesiological Recreation</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Kinesiological recreation in tourism will enable the students to apply the knowledge and skills within the following areas: <ul style="list-style-type: none"> - all areas within kinesiology as well as in everyday life; - collaboration with experts from related fields (medical doctors, psychologists, sociologists etc.); - surveying the needs of potential clients as well as the needs of tourist units. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Master the basic theoretical and theoretical practical knowledge regarding the implementation of recreation in tourism; - plan and implement a large number of recreational means and programs; - perform assessment procedures of clients that will serve as a basis for exercise/program selection; - create the new recreational exercises/programs. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (each subject takes 2 hours to complete)</p> <ol style="list-style-type: none"> 1. Definition of kinesiological recreation in tourism, aims of the course, systematization of recreational programs. 2. The role of kinesiological recreation in the modern-day leisure time and travel (the impact of urbanization, industrialization and globalization on the life of a modern-day human being). 3. Leisure time industry, the position of sport and recreation within the industry. 4. Definition of tourism. A historical overview of the development of tourism and sport and their mutual relationship. 5. Advantages and disadvantages of mass tourism from a tourist's perspective, the perspective of a tourist destination as well as local population. 6. Factors of demand. Objective factors of demand: population, industrialization, urbanization, leisure time, financial means. 7. Subjective factors of demand and the need for psychological components in the theory of tourist demand. The impact of religion, habit, emotions, and fashion on the selection of a tourist destination. 8. Factors of tourist offer. Natural and social factors of attractiveness and the possibility of their economical valorization. The role of communications. 9. Receptiveness factors. Direct tourist capacities. Indirect tourist capacities. 10. Mediating factors. Tourist agencies and offices. 11. Functions of tourism: health-related, fun-related, educational, cultural, political, social. Functions of tourism related to humanities and economy. 		

	<p>12. Contemporary concept of tourist offer and selective sorts of tourism. The role and significance of profiling the tourist offer.</p> <p>13. The role of recreation in development and raising the quality of tourist offer at sea, inland and in the mountain regions.</p> <p>14. Weather-related and geographical potentials of tourism in Croatia and recreation. Development trends.</p> <p>15. Sports recreation in tourism. Types of programs in tourist offer. Transitional forms of activities; definition and systematization.</p> <p>16. Methodical, organizational, equipment-related and personnel-related aspects of application of various tours.</p> <p>17. Methodical, organizational, equipment-related and personnel-related aspects of application of tours and touring.</p> <p>18. Methodical, organizational, equipment-related and personnel-related aspects of application of activities in the mountains.</p> <p>19. Methodical, organizational, equipment-related and personnel-related aspects of application of directed movement with tasks.</p> <p>20. Stationary forms of recreational activities – definitions.</p> <p>21. Methodical, organizational, equipment-related and personnel-related aspects of application of weekend-long active rests.</p> <p>22. Methodical, organizational, equipment-related and personnel-related aspects of application of active vacations in winter and summer.</p> <p>23. Methodical, organizational, equipment-related and personnel-related aspects of application of programmed active rest.</p> <p>24. Methodical, organizational, equipment-related and personnel-related aspects of application of active rest.</p> <p>25. Methodical, organizational, equipment-related and personnel-related aspects of application of medically planned active rests.</p> <p>26. Methodical, organizational, equipment-related and personnel-related aspects of application of directed and special active rests.</p> <p>27. The proposal of measures for improvement of tourist offer in Croatia.</p> <p>Theoretical-practical lessons and exercises</p> <p>1. Methodical, organizational, equipment-related and personnel-related aspects of application of sports-recreational programs. (2TPL+6E)</p> <p>2. Methodical, organizational, equipment-related and personnel-related aspects of application of certain less popular sports and activities (bowling, softball, skating) and how can they be modified. (2TPL+6E)</p> <p>3. Methodical, organizational, equipment-related and personnel-related aspects of application of basic sports-recreational programs of low intensity and ancient sports. (2TPL+4E)</p> <p>Seminar (each subject takes 2 hours to complete)</p> <p>1. Modeling the recreational programs with the application of cyclic activities.</p> <p>2. Modeling the recreational programs with the application of water sports.</p> <p>3. Modeling the recreational programs with the application of grass-based activities.</p> <p>4. Modeling the recreational programs in winter conditions respecting the age of the participants (children, youth, adults, elderly)</p> <p>5. Modeling the complimentary programs – additional programs.</p> <p>6. Modeling the complimentary programs – supplemental programs.</p> <p>7. Assessment and evaluation of the anthropological status of clients.</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p> <p>For a successful class implementation, the course should be held in the summer semester (due to field work).</p>			
2.8. Student responsibilities	Covering the cost of practical training.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	2	Oral exam	4	(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance 11% Tests 22% Seminar essay 11% Oral exam 44% Practical training 12%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet sveučilišta u Zagrebu.	10	
	2. Andrijašević, M., Jurakić, D. (ur) (2011). Zbornik radova Međunarodne znanstveno-stručne konferencije - Sportska rekreacija u funkciji unapređenja zdravlja. Osijek: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kineziologa Grada Osijeka.	10	
3. Andrijašević, M. (ur.) (2009). Zbornik radova Međunarodne znanstveno-stručne konferencije - Upravljanje slobodnim vremenom sadržajima sporta i rekreacije. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Andrijašević, M. (ur.) (2008). Zbornik radova Međunarodne znanstveno-stručne konferencije – Kineziološka rekreacija i kvaliteta života. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Trkulja Prtković, D. (2009). Aktivnim odmorom brže do oporavka organizma. Belupo glasilo, 128: 14-16. 3. Širić, V., Trkulja Petković, D., Končarević, M. (2008). Sportsko-rekreacijski sadržaji na otvorenom u funkciji unapređenja turističke ponude Osječko-baranjske županije. u: Neljak, B. (ur.) Zbornik radova 17. ljetne škole kineziologa Republike Hrvatske. 4. Trkulja Petković, D., Vučić, D., Đuras, G., Širić, V., Vladović, Z., Širić, Ž. (2011). Primjer anketnog upitnika za utvrđivanje utjecaja tjelesnog vježbanja na neke segmente kvalitete života žena starije životne dobi. Zbornik radova 20. ljetne škole kineziologa (u tisku).		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module KINESITHERAPY

1. GENERAL INFORMATION			
1.1. Course teacher	Assist.Prof. Dubravka Ciliga, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	METHODS AND PROGRAMMING OF KINESITHERAPEUTIC PROCEDURES 3	1.7. Credits (ECTS)	3
1.3. Associate teachers	Lidija Petrinović Zekan, Ph.D. Tatjana Trošt Bobić, Mag.Cin. <u>Part-time Associates:</u> Vesna Filipović, Senior Physiotherapist, M.Sc. Alen Baščevan, Mag.Cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The course objective is to enable students to understand different diseases and impairments and to acquire methodical knowledge necessary for planning and programming of kinesitherapeutic procedures.		
2.2. Course enrolment requirements and entry competences required for the course	Completed: Kinesitherapy.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Through acquired knowledge, students will be able to: <ul style="list-style-type: none"> - recognize different diseases and conditions; - plan and programme kinesitherapeutic procedures; - apply kinesitherapeutic procedures in practice. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to define and analyze: <ul style="list-style-type: none"> - various conditions and insufficiencies of different systems; - characteristics of different diseases or impairments; - diagnostic procedures aimed at defining the status of a disease; - methodical procedures within the targeted kinesitherapeutic programme; - modes of planning and programming of the targeted kinesitherapeutic procedures. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 lecture hours for each teaching topic, except for the topic no. 1, which is taught during 3 lecture hours)</p> <ol style="list-style-type: none"> 1. Respiratory diseases. 2. Hearing impairment. 3. Visual impairment. 4. Osteoporosis. 5. Parkinson's disease. 6. Alzheimer's disease. 7. Pregnancy. <p>Seminars (2 seminar hours for each teaching topic, except for the topic no. 1, which is taught during 3 seminar hours)</p> <ol style="list-style-type: none"> 1. Methodics and programming of kinesitherapeutic procedures for persons with respiratory diseases. 2. Methodics and programming of kinesitherapeutic procedures for persons with hearing impairment. 3. Methodics and programming of kinesitherapeutic procedures for persons with visual impairment. 4. Methodics and programming of kinesitherapeutic procedures for persons with osteoporosis. 5. Methodics and programming of kinesitherapeutic procedures for persons with Parkinson's disease. 6. Methodics and programming of kinesitherapeutic procedures for persons with Alzheimer's disease. 7. Methodics and programming of kinesitherapeutic procedures for pregnant women. 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests		Oral exam	2	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Seminar essay 33% Oral exam 67%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	3. Filipović, V., Klaić, I. (2001). Važnost propriocepcije za normalnu funkciju ramena. u: Zbornik radova OTŠD Hrvatskog zbora fizioterapeuta, Zagreb.	5	
	4. Kosinac, Z. (2002). Kineziterapija lokomotornog sustava. Split: Sveučilište u Splitu.	7	
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Trošt Bobić, T., Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepo osobe. u: Andrijašević, M. (ur.), Zbornik radova međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb, 2009. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, 345-351.</p> <p>2. Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida. u: Andrijašević, M. (ur.), Zbornik radova Međunarodne znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb, 2005. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 351-362.</p> <p>3. Trošt, T., Ciliga, D., Petrinović Zekan, L. (2007). Dobrobit redovitog bavljenja sportsko-rekreativnim aktivnostima u odrasla čovjeka. u: Findak, V. (ur.), Zbornik radova 16. ljetne škole kineziologija Republike Hrvatske „Antropološke, metodičke, metodološke i stručne pretpostavke rada u područjima edukacije, sporta, sportske rekreacije i kineziterapije“, Poreč, 2007. Zagreb: Hrvatski Kineziološki savez, 540-546.</p> <p>4. Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom. u: Andrijašević, M. (ur.), Zbornik radova konferencije „Sport za sve u funkciji unapređenja kvalitete života“, Zagreb, 2007. Zagreb: Kineziološki fakultet, 105-112.</p> <p>5. Ciliga, D., Andrijašević, M., Petrinović Zekan, L. (2006). Novi pristup u primjeni kineziterapijskog programa za osobe s cerebralnom paralizom. Odgojne znanosti, 8(2), 497-513.</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Iris Zavoreo, M.D., Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	NEUROLOGY – SELECTED TOPICS	1.7. Credits (ECTS)	3
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20 – 40
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To enable students to understand the basics of the morphology and functioning of the central and peripheral nervous system and the most common neurological disorders, their clinical manifestations and consequences. Acquisition of methodical and theoretical knowledge of the individual approach to the neurological patient, but also to healthy persons of different age groups. Enabling students for individual planning of methodical procedures, as well as conditioning and motoric trainings in neurological patients in different phases of disease, as well as in healthy persons of different age groups.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Neurology provides students with knowledge of morphology and functioning of the central and peripheral nervous system, that will be useful in their daily approach to healthy persons and to persons with neurological diseases: <ul style="list-style-type: none"> - identify and analyze different anatomical components of the central and peripheral nervous system, - acquire knowledge of physiology and pathophysiology of the central and peripheral nervous system (the most common neurological diseases), - apply acquired knowledge in planning of the individual approach to healthy persons and persons with neurological disorders. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	According to the objectives of this course, the following learning outcomes are expected - students will be able to: <ul style="list-style-type: none"> - identify and analyze the relationship of anatomical structure and functioning of healthy and diseased central and peripheral nervous system, in different age groups, by comparing the normal process of aging and consequential structural and functional changes with pathological changes of function; - acquire basic knowledge of measurement of the basic anthropological parameters in neurology, that provide us with the information about the functional status of the central and peripheral nervous system; - acquire basic knowledge of modalities of diagnostic methods used in differential diagnostics of different neurological disorders; - plan and programme the individual approach to a patient, according to the functional status of his/her central and peripheral nervous system, and specific approach in planning of conditioning and motoric trainings in particular neurological diseases. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (1 lecture hour for each teaching topic) 1. Anatomy of the central nervous system.		

	<ol style="list-style-type: none"> 2. Anatomy of the peripheral nervous system. 3. Physiology of the central nervous system. 4. Physiology of the peripheral nervous system. 5. Diagnostic methods in neurology. 6. Clinical examination and medical history in neurology. 7. Cerebrovascular diseases. 8. Spatio-compressive intracranial and spinal processes. 9. Epilepsy. 10. Inflammatory diseases of the central and peripheral nervous system. 11. Multiple sclerosis. 12. Neurodegenerative diseases. 13. Neuromuscular diseases. 14. Traumatology of the central and peripheral nervous system. 15. The most common pain syndromes. <p>Seminars (2 seminar hours for each teaching topic, except for the topic no. 4, that is taught during 1 hour):</p> <ol style="list-style-type: none"> 1. Medical history in neurology. 2. Clinical examination in neurology. 3. Modalities of application of standardized tests and tables in the evaluation of different disorders (scales for assessment of motoric and activities of daily living, depression scales, application of cognitive functions scales). 4. Application of biochemical, electrophysiological, ultrasound, and other imaging methods in monitoring of different stages of the neurological diseases. 5. Acute treatment of neurological diseases. 6. Methods of early recognition and prevention of neurological diseases. 7. Treatment of pain syndromes-neurological approach. 8. New methods in neurorehabilitation. 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Students have to attend classes regularly, actively participate in seminar work and interactive course content.					
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	3	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Oral exam 100%					

	Title	Number of copies in the library	Availability via other media
2.11. Required literature (available in the library and via other media)	1. Demarin, V., Trkanjec, Z. (2008). Neurologija za stomatologe, Zagreb: Medicinska naklada.		
	2. Grbavac, Ž. (1997). Neurologija, Samobor: Antun Gustav Matoš.		
2.12. Optional literature (at the time of submission of study programme proposal)	Brinar, V. (2009). Neurologija za medicinare, Zagreb: Medicinska naklada.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Marjeta Mišigoj-Duraković, Ph.D., M.D.(T)	1.6. Year of the study programme	5
1.2. Name of the course	INTERNAL MEDICINE – SELECTED TOPICS	1.7. Credits (ECTS)	3
1.3. Associate teachers	<u>Part-time Associates</u> Prof. Zijad Duraković, Ph.D. Zdravko Babić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15 L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	20-40
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	10%
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquire fundamental knowledge of chronic metabolic diseases and diseases of the cardiovascular system necessary for the students' competence for planning, performing, and evaluating kinesitherapeutical treatments.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Expected learning outcomes of the programme of acquisition of fundamental knowledge of chronic cardiovascular diseases and some metabolic diseases, at the level of the elective module Kinesitherapy, are:</p> <ul style="list-style-type: none"> - acquisition of competence for programming and performing kinesitherapeutical treatments in individuals of different ages, with one or more chronic metabolic and/or cardiovascular diseases, - application of knowledge in determining health and functional status, adequate exercise programmes in terms of exercise type, duration, frequency, and intensity in individuals with impaired functional abilities, - acquisition of competence for evaluation of effects of performed adapted exercise programmes with regard to the functional and health status of the individuals. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - understand pathophysiological mechanisms in development of chronic cardiovascular and selected metabolic diseases, - understand the importance and role of adapted physical activity in individuals with chronic cardiovascular and metabolic diseases, - apply adequate exercise programmes in terms of exercise type, duration, frequency, and intensity with regard to the individual health state and functional abilities, - perform safe programmes of adapted exercise in elderly persons and persons with impaired functional abilities, - collaborate with physicians and other experts in rehabilitation procedures, - evaluate effects of performed kinesitherapeutic programmes in collaboration with physicians. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and seminars (2L+2S for each teaching topic) <ol style="list-style-type: none"> 1. Introduction, health care/medical practice, medicine, the field of internal medicine; health, disease, International Classification of Diseases. 2. Symptoms and signs of diseases, syndrome; diagnostic procedures and methods, working diagnosis and confirmed diagnosis, natural course of disease, therapeutic procedures. 3. Incidence, prevalence, morbidity, mortality, lethality, primary and secondary prevention of chronic diseases. 4. Risk factors for development of cardiovascular and metabolic diseases and their prevalence in population. 5. Obesity. 6. Atherosclerosis. 7. Diabetes. 8. Osteoporosis. 9. Arterial hypertension. 10. Coronary heart disease. 11. Metabolic syndrome. 12. Chronic obstructive pulmonary disease and asthma. 13. Specific goals of exercise and biological mechanisms of influence of physical exercise on health protection, primary and secondary prevention, treatment, and rehabilitation of chronic diseases; in prevention, treatment, and rehabilitation of cardiovascular diseases. 14. Medical recommendations and prescriptions for the physical exercise programming; contraindications and indications for modification of exercises. 15. Risks and possible cardiovascular complications during physical exercise. 				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular class attendance with active and concrete work in class, work in groups, and individual work in independent assignment solving.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	1	(other)
	Tests		Oral exam		(other)
	Written exam	1	Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 33% Written exam 33% Seminar essay 34%				
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media		

	1. Mišigoj-Duraković, M. (1999) Tjelesno vježbanje i zdravlje. Zagreb: Grafos - Kineziološki fakultet.	10	Faculty bookshop
	2. Mišigoj-Duraković, M. (2012) Tjelesno vježbanje i zdravlje (2. izdanje - u pripremi). Zagreb: Kineziološki fakultet.		
	3. Vrhovac D i sur. (ur.) (2008). Interna medicina. Zagreb: Medicinska biblioteka, Naklada Ljevak, (odabrana poglavlja prema nastavnom planu).	2	
2.12.Optional literature (at the time of submission of study programme proposal)	1. Mišigoj-Duraković, M. (2003). Značaj tjelesne aktivnosti i sporta za zdravlje, u: Vrhovac, B. i sur. (ur.) Interna medicina, 3. obnovljeno izdanje. Zagreb: Naprijed, 12-14. 2. Krznarić, Ž., Mišigoj-Duraković, M, Milutinović, S. (2008). Način života i zdravlje. u: Interna medicina. Vrhovac, D. i sur. (ur.) Zagreb: Medicinska biblioteka, Naklada Ljevak, 9-16.		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective module SPORT MANAGEMENT

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	MARKETING MANAGEMENT IN SPORT	1.7. Credits (ECTS)	4
1.3. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45(30L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The students will be acquainted with the fundamentals of sport marketing as well as with its possibilities of its application in certain sports organizations. The course should offer the students enough information on marketing management area, especially in the evaluation of sports programmes.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to implement their knowledge and comprehension of the concepts, principles, and theories from the area of marketing management in sport. They will be also able to identify and analyze options for the marketing principles' application in the area of sport.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: <ul style="list-style-type: none"> - comprehend marketing terminology; - understand the significance of the marketing activity management in sport; - apply the basic marketing tools in the area of sport; - create and analyse marketing plans. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 contact hours are allocated to each topic):</p> <ol style="list-style-type: none"> 1. FUNDAMENTALS OF MARKETING. Introduction to marketing. The definition of marketing. Fundamental meanings and perception of marketing. The basic conceptions of marketing. Marketing nowadays. 2. SOCIAL MARKETING. The attributes of social marketing. The definition of social marketing. The goals of social marketing. Marketing service. 3. INTRODUCTION TO SPORTS MARKETING. The concept and significance of marketing in sport. Marketing in sport or sports marketing. Characteristics and size of sports market. The concept and elements of marketing-mix in sport. 4. ELEMENTS OF MARKETING-MIX: SPORTS PRODUCT. The concept of sports product. Types and forms of sports products. Characteristics of sports products. The concept of brand. 		

	<p>5. ELEMENTS OF MARKETING-MIX: PROMOTION OF SPORTS PRODUCTS. The concept of promotion. Communication process. Elements of promotion cluster. Public relations.</p> <p>6. ELEMENTS OF MARKETING-MIX: DISTRIBUTION OF SPORTS PRODUCTS. The basic concepts of distribution. Distribution channels. Physical distribution. Characteristics of distribution in sport.</p> <p>7. ELEMENTS OF MARKETING-MIX: THE PRICE OF SPORT PRODUCTS. The calculation of prices. Determinants of price calculations: external factors, demand, economy, competition. Strategies of price determination.</p> <p>8. ANALYSIS OF MARKET AND CONTEXTS. The concept and process of market analysis. The concept of market. Market segmentation. The concept of competition. The external and internal context.</p> <p>9. SPORTS MARKET RESEARCH. The concept of research. The definition of research subject/issue. The selection of research type. Research design.</p> <p>10. MARKET OF SPORTS DEMAND. The concept of sports consumers. The concept of the participants as consumers. The model of participants' behaviour. Decision-making on consumption. The spectators as consumers. Factors influencing the attendance rates at sports competitions.</p> <p>11. SPORTS MARKETING STRATEGIES. The process of defining sports marketing strategies: planning, implementation, and effects control. Marketing strategies: penetration to the market, market development, supply development, diversification.</p> <p>12. IMPLEMENTATION OF MARKETING IN SPORT. Possibilities to implement sports marketing. Sports market research and segmentation.</p> <p>13. MARKETING PLANNING AND MARKETING PLANS. Planning. Marketing planning. Stages of planning. SWOT analysis. Marketing plans. Types of marketing plans. Contents of marketing plans. Examples of how to create marketing plans.</p> <p>14. SPONSORSHIP. The concept of sponsorship. Characteristics of sponsorship programmes. The goal of sponsorship.</p> <p>15. MARKETING ACTIVITIES MANAGEMENT. The concept of marketing management. The role of marketing in sports organizations. The definition of the position of marketing department within sports organizations. The budget allocation to the marketing department.</p> <p>Seminars (2 contact hours are allocated to each topic, except for the topic number 1 to which 1 contact hour is allocated):</p> <p>1. Introduction into the seminar classes.</p> <p>2. Sports products and services market.</p> <p>3. Promotion activities of sports organizations.</p> <p>4. The role of athletes in the promotion activities of sports organizations.</p> <p>5. Sponsorship examples.</p> <p>6. Marketing plans design.</p> <p>7. The determination of marketing strategies in sports organizations.</p> <p>8. Examples of sports markets research.</p>					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Regular class attendance and active participation in the class work. The seminar essay production and completion of other assignments.					
	Class attendance	0.5	Research		Practical training	

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(other)	
	Essay		Seminar essay	1	(other)	
	Tests	2.5	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Active participation in class work 12,5% Tests 62,5% Seminar essay 25%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Bartoluci, M., Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet					
	2. Shank, M. D. (2002). Sports Marketing: A Strategic Perspective. New Jersey: Prentice Hall					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Beech, J., Chadwick, S. (ur.) (2010). Sportski menadžment. (prijevod) Zagreb: MATE d.o.o. 2. Bartoluci, M. (2003). Ekonomika i menadžment sporta. II. prošireno i izmijenjeno izdanje (udžbenik). Zagreb: Informator					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Mato Bartoluci, Ph.D. (T)	1.6. Year of the study programme	5
1.2. Name of the course	ENTREPRENEURSHIP IN SPORT	1.7. Credits (ECTS)	5
1.3. Associate teachers	Sanela Škorić, Ph.D.	1.8. Type of instruction (number of hours L + S + E + e-learning)	45 (25L+20S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	15
1.5. Status of the course	Elective module	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The primary objective is to empower the students to understand management of sports organizations. The next objective is the acquisition of specific knowledge from the area of planning and designing entrepreneurial programmes in sport industry.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to implement their knowledge and comprehension of the concepts, principles, and theories from the area of management and entrepreneurship in the sports organizations. Also, they will be able to identify and analyze options for the implementation of entrepreneurial programmes in sport industry and in the area of sports.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be able to:</p> <ul style="list-style-type: none"> - comprehend and analyze resource exploitation in sports organizations; - comprehend the system of organization of the social segment of sports; - comprehend the sport facilities management system; - comprehend the role of management in sport and sports organizations; - design and analyze entrepreneurial programmes from the area of sports. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (2 contact hours are allocated to each topic, except for the topic number 1 to which 1 contact hour is allocated):</p> <ol style="list-style-type: none"> 1. INTRODUCTION TO ENTREPRENEURSHIP IN SPORT 2. ECONOMICS OF RESOURCES EXPLOITATION IN THE SEGMENT OF SPORT. The concept, types and role of resources in sport. Assets of sports organizations. 3. ENTREPRENEURSHIP PROCESS IN SPORT. The concept and significance of entrepreneurship in the segment of sport. The role of entrepreneurship in the development of sport. The structure of the activity field of sport. . 4. BUSINESS ORGANIZATIONS IN SPORT. Business organizations in sport. The structure and forms of ownership in the segment of sport. . 5. THE RELATIONSHIP OF MANGEMENT AND ENTREPRENEURSHIP. The role of management in the development of entrepreneurship in the segment of sport. Economic basis of entrepreneurship in sport. 6. PROJECT MANAGEMENT. The definition of project. Project management. Stages of projects. 7. PROJECT PLANNING. Project planning and goal setting. The selection of activities and of the members of the project team. Project budget allocation. 		

	<p>8. METHODOLOGY OF ENTREPRENEURIAL PROJECTS IN SPORT. Methodological basics of entrepreneurial programmes in sport. Methods for the evaluation of economic efficacy of investment and entrepreneurial projects in sport. Entrepreneurial project management in sport.</p> <p>9. ENTREPRENEURIAL PROJECTS IN SPORT. The presentation of entrepreneurial programmes in: top-level, professional sport, physical recreation, wellness, sports-recreational tourism, big sports events, golf, etc.</p> <p>10. INCOME AND EXPENDITURE MANAGEMENT IN SPORT. The concept of income, revenue. The concept of costs, expenditure. The analysis of financial reports. Cost-benefit analysis as a basis for the decision making.</p> <p>11. ECONOMIC ASPECTS OF SPORTS FACILITIES UTILIZATION. The definition and types of sports facilities. Economic basis of the planning, design, construction, maintenance and utilization of sports facilities: characteristics of sports facilities and equipment, economic basis of the construction of sports facilities, the depreciation of sports facilities and equipment, maintenance and functioning of sports facilities and equipment, economics of facilities and equipment usage.</p> <p>12. SPORTS FACILITIES MANAGEMENT. The history of sports facilities management. The concept of sports facilities management. The future of sports facilities. The trends that might have influence on sports facilities management.</p> <p>13. SPECIFICITIES OF SPORTS FACILITIES MANAGEMENT. Financing of sport facilities. Everyday activities. Maintenance of sports facilities.</p> <p>Seminars (2 contact hours are allocated to each topic)</p> <ol style="list-style-type: none"> 1. Examples of business organizations in sport. 2. Entrepreneurial project design in sport. 3. Entrepreneurial project design in sport. 4. Examples of economic efficiency of entrepreneurial projects. 5. Sport facilities management. 6. Survey and analysis of practical work logs. 7. Survey and analysis of practical work logs. 8. Survey and analysis of practical work logs. 9. Survey and analysis of practical work logs. 10. Survey and analysis of practical work logs. 					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Regular class attendance and active class participation, writing seminar essays and other assignments. Practical work and reporting about it.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay	0.5	(other)	
	Tests	3	Oral exam		(other)	
	Written exam		Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Active participation in class work 10% Tests 60% Seminar essay 10% Practical work log and its presentation 20%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Bartoluci, M. (2003). Ekonomika i menedžment sporta. II. prošireno i izmijenjeno izdanje (udžbenik). Zagreb: Informator.		
2.12. Optional literature (at the time of submission of study programme proposal)	2. Bartoluci, M., Škorić, S. (2009). Menadžment u sportu. Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu, Kineziološki fakultet.		
	1. Fried, G. (2010). Managing Sport Facilities. Second edition. Champaign: Human Kinetics. 2. Lussier, R. N., Kimball, D. C. (2009). Applied Sport Management Skills. Champaign: Human Kinetics. 3. Covell, D., Walker, S., Siciliano, J., Hess, P. W. (2003). Managing Sports Organizations: Responsibility for Performance. Mason: South-Wester.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

Elective courses

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	WINDSURFING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Nikola Prlenda, M.Sc. (part-time associate) Ivan Oreb, Mag.Cin. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To familiarize the students with windsurfing as an Olympic sport as well as with its application value in the area of education, recreation and sport. To master the theoretical knowledge and motor skills necessary to steer the windsurfing board.		
2.2. Course enrolment requirements and entry competences required for the course	Completed <i>Water sports</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this elective course the students will have acquired the knowledge necessary to independently control the windsurfing board.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - basic theoretical knowledge, - necessary skills required to steer the windsurfing board, - knowledge and skills in teaching/coaching windsurfing, - findings regarding the application value of windsurfing on all levels of education. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Development of windsurfing in Croatia and in the World; the organization of windsurfing. (2TPL) 2. Windsurfing equipment. (2TPL) 3. Aerodynamics and propulsion. Principles of steering the windsurfing board. (2TPL) <p>Theoretical-practical lectures and exercises</p> <ol style="list-style-type: none"> 1. Getting used to a windsurfing board, raising the sail, standing 180 and 360 degree turns, start. (2TPL+2E) 2. Jibing. (2TPL+2E) 3. Heading up, falling off – managing the sail. (2TPL+2E) 4. Turning downwind, stopping using the sail. (2TPL+2E) 5. Jibing, tacking. (2TPL+2E) 6. Windsurfing in different directions (side wind, tail wind) steering the windsurfing board. (2TPL+2E) 		
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Presence during classes and active involvement in all course segments.			
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	(other)
	Tests		Oral exam	0.5 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 75% Oral exam 25%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.		5	Yes
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Fakultet za fizičku kulturu.		3	Yes
	3. Terry, J. (1992). The fundamentals of sailing. Nex York: St. Martin's press.		5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. (1997). Nautika i vodeni sportovi. u: Zbornik radova Zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 2. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. u: Zbornik Konferencije o sportu Alpe-Jadran, Rovinj, 374-375. 3. Oreb, G. (1959-1994). Jedrenje i jedrenje na dasci. u: Pregled istraživanja, Zagreb: Fakultet za fizičku kulturu, 68-71. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci. Kineziologija, 16(2),185-192. 5. Oreb, G. (1985). Simulator - idealno metodičko pomagalo u obučavanju jedrenja na dasci. Fizička kultura, 1, 60.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Goran Oreb, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	SMALL BOAT SAILING	1.7. Credits (ECTS)	2
1.3. Associate teachers	Nikola Prlenda, M.Sc. (part-time associate) Ivan Oreb, Mag.Cin. (part-time associate)	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	25
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To familiarize the students with sailing as an Olympic sport and its application value in education and recreation. To master the theoretical knowledge and motor skills required to steer two- and three-seat sailing boats.		
2.2. Course enrolment requirements and entry competences required for the course	Requirement: completed <i>Water Sports</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this course the students will have acquired knowledge and skills necessary to independently steer two- and three-seat sailing boats.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> • Basic theoretical knowledge; • necessary skills to steer two- and three-seat sailing boats; • knowledge and skills as to how to teach small boat sailing; • knowledge regarding the application value of small boat sailing on all levels of education. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures</p> <ol style="list-style-type: none"> 1. Development of sailing in Croatia and in the world; organization of sailing; small boats. (2TPL) 2. Application value and utilization of sailing (education, recreation, sports). (2TPL) 3. Systematization of technique elements. Aero- and hydrodynamics. Propulsion. (2TPL) <p>Theoretical-practical lectures and exercises</p> <p><u>Basic technique elements – two-seat sailing boat:</u></p> <ol style="list-style-type: none"> 1. Preparing the boat and the sail; sailing out, docking; turning over. (2TPL+2E) 2. Steering with the rudder; steering with the sail. (2TPL+2E) 3. Heading up, falling off. (2TPL+2E) 4. Tacking, jibing. (2TPL+2E) 5. Sailing upwind: beating, reaching (beam reach, close reach). (2TPL+2E) 6. Sailing downwind: running. (2TPL+2E) 		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops				
	<input checked="" type="checkbox"/> exercises	<input type="checkbox"/> laboratory			
	<input type="checkbox"/> on line in entirety	<input type="checkbox"/> work with mentor			
	<input type="checkbox"/> partial e-learning	<input type="checkbox"/> (other)			
	<input checked="" type="checkbox"/> field work				
2.8. Student responsibilities	Attending all lectures and being active in all segments of the class.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay		(other)
	Tests		Oral exam	0.5	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 75% Oral exam 25%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Bond, B. (1980). Sve o jedrenju. Zagreb: Mladost.			5	Yes
	2. Oreb, G. (1986). Naučimo jedriti na dasci. Zagreb: Fakultet za fizičku kulturu.			3	Yes
	3. Terry, J. (1992). The fundamentals of sailing. Nex York: St. Martin's press.			5	Yes
2.12. Optional literature (at the time of submission of study programme proposal)	1. Oreb, G. (1997). Nautika i vodeni sportovi. u: Zbornik radova Zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 2. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja. u: Zbornik Konferencije o sportu Alpe-Jadran, Rovinj, 374-375.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Benjamin Perasović, Ph.D.	1.6. Year of the study programme	5
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1.2.Name of the course	KINESIOLOGICAL COMMUNICOLOGY	1.7. Credits (ECTS)	2
1.3.Associate teachers	Sunčica Bartoluci, Mag.A. Diana Tomić, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	50
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1 (teaching material available: PPT presentations, articles, video-examples and occasional homework)
2. COURSE DESCRIPTION			
2.1.Course objectives	The objective is to make the students aware of how important is communication as a human activity with a special accent on the kinesiologists as a communicator. The determination of the associations between professional and communication competences of kinesiologists, these associations being the fundamental tools of professional performance. The familiarization of the students with importance and social influence of the media and the adoption of techniques for successful performance in public and media appearances.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will be empowered to: <ul style="list-style-type: none"> - understand communication process; - identify and evaluate critically quality of various communication types; - improve their own communication skills in practice; - understand the role of media. 		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be empowered to: <ul style="list-style-type: none"> - understand communication phenomenon and diverse types of communication; - implement the acquired techniques of active listening of speech, of fear and stage-fright reduction, and of their own public appearance improvement; - understand the role of the media in kinesiological-related activities and professions; - speak publicly in front of the professional auditorium; - analyse and assess diverse forms of verbal and non-verbal messages; - utilize e-learning materials to additionally improve their communication skills. 		

2.5. Course content broken down in detail by weekly class schedule (syllabus)

Lectures (2 contact hours are allocated to each topic)

1. Introduction to kinesiological communicology. The definition of the concepts of communication and communicology as a scientific discipline. Types of communication (intrapersonal, interpersonal, communication within a small group, public communication, mass communication). The basic concepts: communication, communicator, communicologist, communicology.
2. The role and importance of kinesiologists (teachers, athletes, coaches, referees, sports managers, sports journalists) in the process of communication.
3. Verbal communication. The techniques of oral performance with the aim to reduce fear and stage-fright prior to public performance. Types of noises in the communication channel. Paralinguistic and extra-linguistic signs in communication (loudness, tempo of speaking, intonation, rhythm, pauses; the colour of voice; other forms of producing sounds).
4. Non-verbal communication. Body language as a tool of kinesiologists. Facial expressions, gestures, and space.
5. Listening as a communication phenomenon: types of non-listening, active listening, listening improvement techniques. „*Silenzio stampa*“ – no communication to the media.
6. Skills of public communication: public appearance skills, preparation, composition, and performance.
7. The media and sport. Public relations (PR). Moral panic.
8. Tests / quizzes and course evaluation.

The basic framework of seminars (2 contact hours are allocated to each topic):

(The seminar instruction follows lectures, deepen them and widen their contents. The precise contents of seminar classes will be formed for each academic year separately in advance, depending on the current events in public life.)

1. Importance of communication in the wide area of kinesiology: in sports, education, and physical recreation. Emphasising the associations between professional knowledge and competences, on the one hand, and the skills to transfer that knowledge, on the other, in the process of communication.
2. Kinesiologist – communicator: the determination of communication situations and communicological issues that kinesiologists encounter with in their practice. **Seminar assignment:** The analysis of the students' collected examples and discussion on the literature read.
3. **Seminar assignment:** a video recordings of the students in diverse communication situations (individually and in groups); the analysis of the verbal message and recommendations for its improvement.
4. **Seminar assignment:** the analysis of various levels of non-verbal communication on the examples from the profession (*case-study*). Students' presentations.
5. Active listening training: listening skill testing, results analysis, the application of the learned active listening techniques.
6. **Seminar assignment:** training of the stage-fright reduction techniques and of speech performance as the preparation for the public appearance. Students' presentations.
7. **Seminar assignment:** the analysis of the same news from the world of sports in diverse media: paper media, radio (local and national), television (diverse TV stations) and internet sources, with the special accent on the social role of the media and kinesiologists as the actors in the world of the media. The analysis of the causes of the phenomenon *silenzio stampa* and of the causes of *media (moral) panic* formation. Students' presentations.

2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7.Comments:			
2.8.Student responsibilities	Regular class attendance and active participation in discussions; utilization of the e-learning system; assignments completion (material collection, presentation preparation) individually or in groups.					
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		Material collection	0.4
	Essay		Seminar essay	0.4	(other)	
	Tests	1	Oral exam		(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 10% Seminar essay 20% Material (examples) collection and analyses 20% Tests / Quizzes – 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bartoluci, S. (2010). Komunikološka priprema sportaša . u: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Bobić-Trošt, T. (ur.) Zbornik radova 8. međunarodne konferencije „Kondicijska priprema sportaša: Trening brzine, agilnosti i eksplozivnosti“. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske. 563-565.					
	2. Bartoluci, S., Tomić, D. (2010). Aktivno slušanje – osnova komunikacijske pripreme sportaša. Kondicijski trening. 8, 2; 6-11.					
	3. Bartoluci, S., Tomić, D. (2010). Komunikacijska priprema trenera ili zašto i kako „trenirati“ komunikacijske vještine?. Kondicijski trening. 8, 1; 19-23.					
2.12.Optional literature (at the time of submission of study programme proposal)	1. Cutlip, S.M., Center, A.H. i Broom, G.M.(2003). Odnosi s javnošću. Zagreb: Mate. 2. Gottesman, D. i Mauro, B. (2006). Umijeće javnog nastupa. Zagreb: Jesenski i Turk.. 3. Koković, D. (2004). Sport i mediji. Novi Sad: Fakultet za uslužni biznis. 4. Mulić, H. (2003). Kako postati (i ostati) uspješan trener. Poreč: Inart. 5. Wenner, L. (ur.) (1989). Media, Sports and Society. London, New Delhi: SAGE.					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Darija Omrčen, Ph.D., Senior Lecturer	1.6. Year of the study programme	5
1.2. Name of the course	ADVANCED ENGLISH USAGE IN KINESIOLOGY	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (10L+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	80
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Aim is to broaden the knowledge of technical English vocabulary and to develop communication skills in the English language.		
2.2. Course enrolment requirements and entry competences required for the course	No preconditions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Additional knowledge of technical English vocabulary in the English language and the knowledge of morphology, syntax and semantics of the kinesiological vocabulary in the English language.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will:</p> <ul style="list-style-type: none"> - develop the skill of accurately expressing ideas by using technical terms, - acquire kinesiological terminology in the English language in compliance with the topics in the curriculum, - acquire basic knowledge of morphology and syntax in the English language in kinesiology, - be able to understand a text written in the English language, - develop the productive level of the knowledge of technical vocabulary in the English language, as well as the productive level of knowledge of English as a foreign language for specific purposes. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (one teaching topic per class)</p> <ol style="list-style-type: none"> 1 Working in databases in the English language. Computer-related terminology. 2 Searching through databases by key words in the English language. 3 Teaching and analysing technical vocabulary connected with physical education classes. 4 Economics-relates vocabulary – economics of sport, market, marketing, etc. 5 <i>Block language</i>. Usage of <i>block language</i> in promotional messages. 6 Teaching and analysing technical vocabulary connected with body structure, body type and body composition. 7 Teaching and analysing technical vocabulary connected with glandular system – endocrine and exocrine glands. 8 Teaching and analysing technical vocabulary connected with energy production in human body. 9 Teaching and analysing technical vocabulary connected with people with a disability. 10 Teaching and analysing technical vocabulary connected with types of sporting contests for persons with a disability and comparison with the types of sporting contests for persons without disabilities. <p>Exercises (one teaching topic per class)</p>		

	<ol style="list-style-type: none"> 1 Teaching and analysing technical vocabulary connected with kayak and canoe racing 2 Teaching and analysing technical vocabulary connected with sailing/yachting. 3 Teaching and analysing technical vocabulary connected with winter sports – alpine skiing, Nordic skiing. 4 Teaching and analysing technical vocabulary connected with winter sports – biathlon, freestyle skiing, ski jumping and flying. 5 Teaching and analysing technical vocabulary connected with the golf course, golf equipment and rule of the game. 6 Describing in the English language the rules of golf etiquette. 7 Teaching and analysing technical vocabulary connected with the basic strokes in badminton and tennis. 8 Usage of infinitive to describe the game tactics in badminton. Describing the difference between badminton and tennis. 9 Developing productive component of language skills – describing certain physical conditioning exercises and the ways of developing maximal strength. 10 Teaching and analysing technical vocabulary connected with some sport injuries and the ways of their treatment. 11 Teaching and analysing technical vocabulary connected with nutrition in sports, metabolism and digestion. 12 Developing productive level of language skills – describing various dieting regimens. 13 Expressing attitudes in the English language – agreement, disagreement, expressing advantages and disadvantages, etc. 14 Sentence links in a text written in English. 15 Usage of sentence links in a text. Writing a text. 16 Developing productive level of acquisition of English as a foreign language for specific purposes – expressing attitudes, argumentations, etc. 17 Teaching and analysing technical vocabulary connected with the theory of training. 18 Developing productive level of acquisition of English as a foreign language for specific purposes – planning the training process, describing the types of training, etc. 19 The structure of a summary/an abstract. Structured summary/abstract. 20 Writing a summary/an abstract in the English language. 																																			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:																																	
2.8. Student responsibilities																																				
2.9. Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Class attendance</td> <td style="width: 10%;">0.2</td> <td style="width: 50%;">Research</td> <td style="width: 10%;"></td> <td style="width: 20%;">Practical training</td> <td style="width: 10%;"></td> </tr> <tr> <td>Experimental work</td> <td></td> <td>Report</td> <td></td> <td>(other)</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> <td>Seminar essay</td> <td></td> <td>(other)</td> <td></td> </tr> <tr> <td>Tests</td> <td></td> <td>Oral exam</td> <td>0.9</td> <td>(other)</td> <td></td> </tr> <tr> <td>Written exam</td> <td>0.9</td> <td>Project</td> <td></td> <td>(other)</td> <td></td> </tr> </table>	Class attendance	0.2	Research		Practical training		Experimental work		Report		(other)		Essay		Seminar essay		(other)		Tests		Oral exam	0.9	(other)		Written exam	0.9	Project		(other)						
Class attendance	0.2	Research		Practical training																																
Experimental work		Report		(other)																																
Essay		Seminar essay		(other)																																
Tests		Oral exam	0.9	(other)																																
Written exam	0.9	Project		(other)																																
2.10. Grading and evaluating student work in class and at the final exam	Class attendance - 10% Written exam – 45% Oral exam – 45%																																			
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media																															

	Omrčen, D. (2000). English for Kinesiology. Zagreb: Fakultet za fizičku kulturu.	16	
2.12.Optional literature (at the time of submission of study programme proposal)			
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION								
1.1. Course teacher	Prof. Nenad Marelić, Ph.D.			1.6. Year of the study programme	5			
1.2. Name of the course	BEACH VOLLEYBALL			1.7. Credits (ECTS)	2			
1.3. Associate teachers	Assist. Tomislav Đurković, Ph.D. Assist.. Tomica Rešetar, Ph.D.			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)			
1.4. Study programme (undergraduate, graduate, integrated)	Integrated			1.9. Expected enrolment in the course	25			
1.5. Status of the course	Elective			1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)				
2. COURSE DESCRIPTION								
2.1. Course objectives	The main goal of this subject is to introduce students to technical and tactical fundamentals, rules and historical facts to this Olympic sport. The knowledge they obtain through this course will broaden the quantity of motor skills necessary for quality work in kinesiological practice.							
2.2. Course enrolment requirements and entry competences required for the course	Completed mandatory course Volleyball.							
2.3. Learning outcomes at the level of the programme to which the course contributes	Understand the basics and differences of the beach volleyball. Identify proper technique of each element and determine incorrect performance, and also apply adequate methodology for error correction.							
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Understand the basics and of the beach volleyball and its application as competitive, recreational, and „complementary“ sport. Demonstrate basic beach volleyball elements. Apply basic teaching technique exercises.							
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (each topic is covered by 2 classes)</p> <ol style="list-style-type: none"> Historical development of beach volleyball and rules Structural analysis of beach volleyball Analysis of learning technique and tactics in Complex 1 and Complex 2 <p>Theoretical-practical lectures and exercises (each topic is covered by 2TPL+2E).</p> <ol style="list-style-type: none"> Volleyball stances, appropriate players positions on the court and overhand and underhand setting Underhand passes in serve reception and court defense Serves Spike Block play 3:3, 2:2. 							
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities								
	Class attendance	0.5	Research		Practical training	1		

2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work	Report	(other)	
	Essay	Seminar essay	(other)	
	Tests	Oral exam	0.5	(other)
	Written exam	Project	(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Oral exam 25% Practical training 50%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Janković, V., Marelić, N. (2003). Odbojka za sve. Zagreb: Autorska naklada.			
	2. Službena pravila odbojke na pijesku. (2010). Zagreb: Hrvatski odbojkaški savez.			
2.12. Optional literature (at the time of submission of study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka. Zagreb: Fakultet za fizičku kulturu. 2. Karaula T. (2007). Metodičke vježbe u situacijskoj pripremi odbojkaša na pijesku. (diplomski rad). Kineziološki fakultet Sveučilišta u Zagrebu. 3. Hodak, D. (1999). Povijesni razvoj odbojke na pijesku. (diplomski rad). Kineziološki fakultet Sveučilišta u Zagrebu. 4. Grgantov, Z., Katić R., Marelić, N. (2005). Effect of New Rules on the Correlation between Situation Parameters and Performance in Beach Volleyball. Collegium Antropologicum, 29 (2): 717- 722..			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION			
1.1. Course teacher	Zrinko Čustonja, Mag.Cin.	1.6. Year of the study programme	5
1.2. Name of the course	OLYMPISM AND OLYMPIC MOVEMENT	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<ul style="list-style-type: none"> - The acquisition of new cognitions on the Olympic movement as a global phenomenon; - The acquisition and understanding of the key concepts of contemporary Olympic movement; - Independent analyses and deliberation of issues relevant to the understanding of the Olympic Games, International Olympic Committee, Croatian Olympic Committee and other factors of the Olympic movement. 		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements. .		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - The familiarization with and adoption of Olympic values; - Understanding of the Olympic movement as an educational movement that promotes universal ethical values of friendship, solidarity, understanding, diversity, respect and fair-play; - The familiarization and understanding of the Olympic movement and all influencing factors; - Knowing and understanding of specific attributes and comparative advantages of the Olympic movement in the contemporary system of sports. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - The familiarization with and understanding of the idea and ideology of the Olympic movement ; - The familiarization with the system of organization and hierarchy of the Olympic movement; - The familiarization with the system of management and decision making in the Olympic movement; - Understanding of the Olympic Games and Olympic movement importance for the development of contemporary sport; - knowing and understanding of the Olympic Charter as the fundamental document of the world sport; - the insight into basic social, political, economical, mass media-related, ethical, educational and other factors that have influence on the further development of Olympism and Olympic movement in the world; - the insight into the organization, hierarchy and operation, activities of the Croatian Olympic Committee. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars (1L hour +1S hour are allocated to each topic)</p> <ol style="list-style-type: none"> 1. The idea of Olympism. 2. The revival of the Olympic movement – causes and effects. 3. The Olympic Charter – the fundamental document of the Olympic movement. 4. The hierarchy and organization of the International Olympic Committee. 5. The management and decision-making in the Olympic movement. 6. The Paralympics movement. 7. Commercialization of the Olympic Games – good and bad effects. 		

	8. The organization of the Olympic Games. 9. Olympic education – objectives and implementation. 10. The Olympic Games and mass media. 11. Olympism and ethical principles – moral values of the Olympic movement. 12. Olympism and doping – is there a cure? 13. The Olympic Games and arts. 14. Olympism and politics. 15. Olympism in Croatia.				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	The production and presentation of of students' seminar essays, regular attendance to classes and seminars, active participation in workshops and debates.				
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.5	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Čustonja, Z. (2005). Olimpizam je životna filozofija. Olimp, 15, 22-24.			1	Internet
	2. Čustonja, Z. (2006). Zaboravljena intelektualna priroda olimpijskog pokreta. Olimp, 18, 16-17.			1	Internet
	3. Čustonja, Z. (2006). Ispunjava li olimpijski pokret sve svoje potencijale. Olimp, 19, 12-13.			1	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	1. Čustonja, Z. (2005). Promijenjena su pravila, ali ne i filozofija olimpizma. Olimp, 16, 20-21.				
	2. Čustonja, Z. (2006). Pierre de Coubertin ipak nije prvi. Olimp, 20, 16-17.				
	3. Čustonja, Z. (2007). Sport bez ograničenja – paraolimpijski pokret. Olimp, 22, 10-11.				
	4. Međunarodni olimpijski odbor (2007) Olimpijska povelja 2007. http://www.hoo.hr/downloads/Olimpijska_povelja2007.pdf .				
	5. Milanović, D., Čustonja, Z., Bilić, D. (ur.) (2011). Temeljna načela i smjernice razvoja športa u Republici Hrvatskoj. Zagreb: Nacionalno vijeće za šport i Ministarstvo znanosti obrazovanja i športa Republike Hrvatske. (u tisku)				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Assist.Prof. Dražen Harasin, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	SURVIVAL IN THE NATURE	1.7. Credits (ECTS)	2
1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To introduce the students with the theoretical knowledge and practical skills necessary for nature survival. Application of learned knowledge and skills during the several-days long outdoors stay.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will acquire practical skills important for satisfying primary human needs in natural environment. Acquired theoretical and practical base for risk management, decision making and problem solving in real nature survival situation.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be qualified to:</p> <ul style="list-style-type: none"> - increase the chances for survival of group of people in the natural environment by adequate organization and situation management - anticipate bad weather conditions when outdoors, rope descend safely, cross the river safely - orient themselves in nature using natural landmarks - communicate in nature using audio and visual signs such as fire, smoke and flashlight - apply condensation and transpiration trap for water collection in nature, primitively distil water, prepare collected contaminated water for drinking - start fire using primitive fire starting methods, strike fire using ferrocerium rod, control open flame of different campfire sites and use it safely in food preparation, water decontamination, heating, protection and signalization - use natural shelters, set temporary wooden shelter, set tarpaulin or nylon shelter - collect and use wild growing edible plants and mushrooms for food, build tools for hunting and traps, fishing kit, use hunting and fishing techniques, prepare food for consummation while outdoors by using primitive preparation methods, preserve food by using primitive methods of food preserving - build primitive tools - make primitive clothes, footwear, container and backpack. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (each topic is covered with 2 classes)</p> <ol style="list-style-type: none"> 1. The life of a prehistoric man 2. Bushcraft 3. Primitive human survival skills <p>Theoretical-practical lectures and exercises (each topic is covered with 2TPL+2E)</p> <ol style="list-style-type: none"> 1. Survival knife; Making primitive tools; Making primitive clothes, footwear, backpacks; Making primitive rope, container 2. Water treatment for making it drinkable (filtering, boiling, distilling); Building condensation trap from materials at hand; Filters 		

	<p>3. Fire striking with ferrocerium rod; fire starting using primitive fire starting methods – friction method (by hand, with arc, pumping); fire starting using primitive fire starting methods – optical methods (magnifying glass, water, ice)</p> <p>4. Use of natural shelters, building shelters from natural materials at hand, building shelters with tent-half</p> <p>5. Picking and preparing wild growing edible plants, picking and preparing edible mushrooms; Building tools and traps, fishing kits, hunting and fishing techniques, preparing wild animals and fish</p> <p>6. Rope climbing and descending, canyons crossing, river crossing, orienting using natural landmarks, fire and smoke signalization</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical-practical lectures			2.7. Comments:	
2.8. Student responsibilities	Regular class attendance, active class participation, individual practical assignments, group work assignments.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.6	Research		Practical training	0.2
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.6	Oral exam	0.2	(other)	
	Written exam	0.4	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance 30%</p> <p>Tests 30%</p> <p>Written exam 20%</p> <p>Oral exam 10%</p> <p>Practical training 10%</p>					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Mears, R. (2003). Essential bushcraft. London: Hodder & Stoughton.					
	2. Wiseman, J. (2003). SAS Survival Handbook, London : Collins.					
	3. Online discussions on the webpage http://www.kif.hr/prezivljavanje - access for kinesiology students					
2.12. Optional literature (at the time of submission of study programme proposal)	<p>1. Kochanski, M. (1988). Bushcraft: Outdoor Skills and Wilderness Survival, Canada: Lone Pine Publishing.</p> <p>2. Mears, R. (2001). Outdoor Survival Handbook: A Guide To The Resources And Materials Available In The Wild And How To Use Them For Food, Shelter, Warmth And Navigation. London: Ebury Press.</p>					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Kamenka Živčić Marković, Ph.D.	1.6. Year of the study programme	5
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1.2. Name of the course	APPLIED GYMNASTICS PROGRAMMES	1.7. Credits (ECTS)	2
1.3. Associate teachers	Prof. Gordana Furjan-Mandić, Ph.D. Tomislav Krističević, Ph.D. <u>Part-time associates:</u> Bojan Šinkovec, mag.cin. Tatjana Stibilj-Batinić, mag.cin. Ines Čavar, mag.cin.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective course	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>Basic goal of the course: to acquire basic knowledge and skills on the application of gymnastic contents and on the practice specificities during implementation of various gymnastic programmes while working with kids, the young, and adult athletes in other sports and sports disciplines.</p> <p>To acquire necessary theoretical and practical knowledge and skills from applied (basic) gymnastics:</p> <ul style="list-style-type: none"> - To introduce all students with the basic information about the application of gymnastic contents and its significance and appearing forms in other sports as well as in the everyday life. - To introduce students with the role of (basic) gymnastics in the implementation of educational goals of common shared social programmes with the emphasis on: <ul style="list-style-type: none"> -the development of motor abilities by application of (basic) gymnastic contents in the function of higher quality physical preparation; - teaching and application of modified (basic) gymnastic elements - implementation of (basic) gymnastic contents in other educational and physical recreation and sports institutions <p>To acquire knowledge provided in the course plan and programme and to implement and evaluate learning process by application of gymnastic contents in the function of life span (preschool to senior age) development and improvement of specific motor abilities and health status (children, the young, adults, other sports) and in the function of achieving better sports results as a versatile development of athletes in other sports.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Enrolled third year. Passed Artistic gymnastics 1 course (with grade 5 or 4 at least).		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Specific competencies</p> <ul style="list-style-type: none"> - The course Applied gymnastic programmes should enable students to acquire theoretical and practical knowledge and skills as well as the competencies for: <ul style="list-style-type: none"> - wider understanding of basic characteristics of gymnastic sport (in general) and its contents; 		

	<ul style="list-style-type: none"> - understanding of training planning and programming by applying (basic) gymnastic contents for children, the young, adults and athletes from other sports; - managing, organizing and implementing of organized practicing forms by applying (basic) gymnastic contents from the earliest to the third maternal age; - selection and application of (basic) gymnastic contents, learning methods and procedures in various conditions and with different age group persons; - the capability to assess actual state and future development of applied (basic) gymnastic programmes <p>General competencies</p> <ul style="list-style-type: none"> - The capability to apply acquired knowledge in sports practice. - The application of aforementioned knowledge and skills in wide areas of social and sport activities and in personal development.
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<p>Students will be qualified for:</p> <ul style="list-style-type: none"> - planning and implementing gymnastic sports contents in training with unselected populations in: kindergartens, sports clubs, other sports disciplines, and sports centres; - setting up goals and tasks of specific applied gymnastic exercise programmes in accordance with the anthropological characteristics of the programme attendants; - application of certain training methods in accordance with the contents and specificities of work during implementation of different gymnastics programmes with children, the young, adults and athletes from other sports; - creating general programmes with certain specificities according to gender, age and set up goals and tasks of certain applied gymnastic programmes; - creating working plans of applied gymnastic programmes for unselected population from preschool to elderly life age in accordance to their developmental characteristics and physical activity affinities - creating working plans of applied gymnastic programmes using (general) gymnastic contents with the purpose of improving and maintenance of athletes' physical fitness in specific sports; - diagnostics and control implementation of (initial, transitive and final) states of specific motor abilities and skills of programme attendants; - presentation and interpretation of assessed parameters with the purpose of evaluation and eventual reconstruction of set-up working methods and their implementation
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Definitions, contents and the analysis of concept: gymnastics for all (1L+1S) 2. Exercising characteristics of specific age categories in accordance with their foreknowledge and required skills (1L+1S) 3. Theoretical and practical cognition about the application of (basic) gymnastics contents: Types of gymnastic programmes (1L+1S) 4. Gymnastic programmes for preschool children (2L+2S) 5. Gymnastic programmes for adults (1L+1S) 6. Gymnastic programmes for athletes in specific sports disciplines according to the types of sports activities: monostructural sports activities and polystructural sports activities (2L+2S) 7. Gymnastic programmes for athletes in specific sports disciplines according to the types of sports activities: complex sports activities and conventional sports activities (2L+2S) 8. Work methods and programming in accordance with age, basic foreknowledge and physical activity affinities (2L+2S) 9. Organization and methods of gymnastic contents implementation (material conditions: facilities, apparatus and tools, professional personnel) (1L+1S)

	10. Organization and competition systems in within the "gymnastics for all" (1L+1S) 11. Gymnastic programmes in other countries (1L+1S)				
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.3	Research		Practical training
	Experimental work		Report		(other)
	Essay		Seminar essay	0.7	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 15% Seminar essay 35% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	1. Živčić, K. (2007). Akrobatska abeceda u sportskoj gimnastici. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		10	Školska knjiga Dorsum d.o.o.	
	2. Živčić, K., Breslauer, N. (2011). Opis nastavnih tema i kriteriji ocjenjivanja – Tjelesna i zdravstvena kultura u razrednoj nastavi -. Zagreb: LIP PRINT.		10	Školska knjiga	
	3. Živčić, K., Krističević, T. (2008). Specifične pripreme vježbi u akrobatici. Kondicijski trening. 6, 1; 22-29.			http://stariweb.ukth.hr/	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Novak, D., Kovač, M., Čuk, I. (2008). Gimnastična abeceda. Ljubljana: Fakulteta za šport Univerze v Ljubljani. 2. FIG (2011). Gymnastics for all – Technical regulations. Moutier: Federation International de Gymnastique. 3. FIG (2011). Gymnastics for all. Moutier: Federation International de Gymnastique. 4. Viléma, N. (2005). System of general gymnastics in the czech Association sport for all. Kinesiology, (37)1; 106-111. 5. Malmberg, E. (2005). Kidnastics:A Child-Centered Approach to Teaching Gymnastics. United States: Human Kinetics.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Ksenija Bosnar, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	PSYCHOLOGY OF MIDDLE ADULTHOOD	1.7. Credits (ECTS)	2

1.3. Associate teachers		1.8. Type of instruction (number of hours L + S + E + e-learning)	30(15L+15S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective is to acquaint the students with: the psychological characteristics of the midlife population, changes of the psycho-physical status that occur in the members of the population after the younger adult age, and with the life quality in the old adulthood prognoses based on the middle adulthood behaviour.		
2.2. Course enrolment requirements and entry competences required for the course	Completed <i>Elements of Psychology</i> course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	The students will expand their knowledge about psychological characteristics of midlife population. They will intensify their understanding of the particular segment of population with whom they will inevitably meet in their future professional life, which possess the highest social influence and economic power in contemporary society. They will understand specific characteristics of that adulthood period and will be able to plan and implement more efficiently exercise and sport programmes adjusted to this segment of population.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will adopt knowledge about:</p> <ul style="list-style-type: none"> - the idea of middle adulthood ; they will be able to recognize a person in that developmental phase regardless of his/her chronological age; - the changes that occur in motor and sensory systems and what influence these changes have on behaviour; - the changes in the system of values and their repercussions for attitudes and behaviour; - the desirable and undesirable course of the development in middle adulthood (from the aspects of the theories of Erikson and Havighurst and according to empirical data). <p>The students will be able to establish any kind of quality cooperation with the midlife persons due to the adopted knowledge.</p>		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Introduction, chronological and contextual definition of middle adulthood/midlife. Difficulties in the chronological definitions of midlife. (2L+2S) 2. What is development, investigations of development; the concepts of quantitative and qualitative changes, the concept of cohort. (2L+2S) 3. Basic characteristics of developmental period; the relationship of middle adulthood to younger adulthood and older adulthood. (2L+2S) 4. Changes in middle adulthood (appearance, motor abilities and performance, sensory systems, health, self-perception of health, nutrition, sexual behaviour, attention, intellectual functioning) (2L+2S) 5. Changes in middle adulthood (changes in learning and memory, changes of values and attitudes, personality changes, motivation changes, professional changes, family changes, leisure-time changes) (2L+2S) 6. Mission of the development in midlife (according to Havighurst). (2L+2S) 7. Erikson's approach to the development; the concept of generativity. (2L+2S) 		

	8. The summary of the course; the repetition of the key cognitions (expected to have been adopted by the students during the course) through complex examples (1L+1S)					
2.6.Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7.Comments:	
2.8.Student responsibilities						
2.9.Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.4	Research	0.4	Practical training	0.4
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.4	Oral exam	0.4	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Tests 20% Research 20% Oral exam 20% Practical training 20%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Shaie, K. W., Willis, S. L. (2001). Psihologija odrasle dobi i starenja. Jastebarsko: Naklada Slap. (selected chapters)					
	2. Berk, L. E. (2008). Psihologija cjeloživotnog razvoja. Jastebarsko: Naklada Slap. (chapter: „Srednja odrasla dob“)					
	3. Petrić, V., Bosnar, K. (2009). Preferencije sportskih aktivnosti osoba srednje dobi iz ruralne sredine. u: Andrijašević, M. (ur.).Upravljanje slobodnim vremenom sadržajima sporta i rekreacije, zbornik radova. Zagreb: Kineziološki fakultet, 389 -397.					
2.12.Optional literature (at the time of submission of study programme proposal)	1. Bosnar, K., Eterović, H., Kulenović, A. Prot, F., Zarevski, P. (1993). Odlazak u sklonište s nekih stajališta teorije odlučivanja. Civilna zaštita, 2: 1-10. 2. Lachman, M. E. (2001). Handbook of midlife development. New York: John Wiley & Sons. 3. Papalia, D. E., Olds, S. W., Feldman, R. D. (2004). Human Development. 9th edition. New York, NY: McGraw-Hill. (odabrana poglavlja)					
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher	Prof. Nada Grčić-Zubčević, Ph.D.	1.6. Year of the study programme	5
1.2.Name of the course	WATER LIFE SAVING	1.7. Credits (ECTS)	2

1.3. Associate teachers	Assist. Dajana Zoretić, Mag.Cin. Part-time Associates: Silvana Radovanović, Mag.A. (Croatian Red Cross) Žarka Furić, M.D., official physician of the Water Life Saving Service of the Croatian Red Cross	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	To enable students to, independently, perform life saving measures in the water and administer first aid.		
2.2. Course enrolment requirements and entry competences required for the course	Completed Swimming course, and passed the practical part of the exam. Fulfillment of the swimming and diving norms (400 m crawl, 25 m diving).		
2.3. Learning outcomes at the level of the programme to which the course contributes	<ul style="list-style-type: none"> - apply self-rescue knowledge; - recognize the drowning victim; - apply the knowlegde of the use of basic diving equipment and diving; - identify dangers in staying in water, falling into water or swimming in difficult conditions. 		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will:</p> <ul style="list-style-type: none"> - have excellent swimming technique, - have sharpened ability to perceive, - have communication skills, - acquire skills to use rescue equipment, - react timely in accidents involving swimmers and bathers, - acquire the skills of self-rescue, - be able to save a drowning victim, - be able to administer first aid to a drowning victim, - participate in competitive lifesaving. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical lectures (1 lecture hour for each teaching topic)</p> <ol style="list-style-type: none"> 1. The basic laws of the drowning process, physiology of drowning in freshwater and seawater, phases of drowning and hypothermia. 2. Techniques of swimming, diving and self-rescue, rescuing techniques (phases of rescue and basics of rescue). 3. Rescue equipment (rescue buoy, rescue belt, pulling rope, throw rope, throw ball, surfboard, available equipment and vessels at hand), communication and radiophony (communication by hand and sound signals, types of radio stations and frequencies, work with radio stations, communication). 4. Field work, the figure and role of the rescuer (area of work, prevention – introduction, counselling, prohibiting, activity, surveillance, rescue actions). 5. First aid and resuscitation (clinical picture, first aid, resuscitation). 6. Competitive lifesaving, disciplines and physical conditioning. <p>Theoretical-practical lectures and exercises: in the swimming pool and at Jarun lake</p>		

	<ol style="list-style-type: none"> 1. Initial testing and analysis of results. (1E) 2. Rescue swimming techniques (water polo crawl, rescue breaststroke, rescue backstroke, sidestroke). (1TPL) 3. Teaching loaded rescue swimming techniques, backstroke and sidestroke. (1E) 4. Apnea diving techniques (immersion, pressure equalizing, use of equipment). (1TPL) 5. Teaching apnea diving, underwater equipping with flippers and a mask, bottom search, pulling the victim ashore (recovery). (1E) 6. Rescue techniques. Rescue phases: spotting, assessment, action. (1TPL) 7. Spotting conscious persons (person in panic, fatigued swimmer, injured swimmer) and unconscious persons (at the water surface, below the surface), assessment of the situation and start of the rescue action. (1E) 8. Rescue techniques: approach, reach, transport, pulling the victim ashore. (1TPL) 9. Teaching the approach to the victim (feet-first entry, head-first entry, running into the water, compact jump, the dive with rescue buoy), reach. (1E) 10. Rescue techniques: transport with a buoy, pulling. (1TPL) 11. Teaching transport of the drowning person with a buoy and individual pulling. (1E) 12. Rescue techniques: transport without a buoy, pulling. (1TPL) 13. Teaching transport of the drowning person without a buoy and assisted pulling. (1E) 14. Self-rescue techniques. Floating, cramps, hypothermia. (1TPL) 15. Teaching administering aid to fatigued swimmer, work in pairs, work in threes. (1E) 16. Rescue equipment usage. Hard and flexible buoy, rescue belt, rope, ball rope, equipment available at hand. (1TPL) 17. Teaching the usage of available equipment at hand in urgent situations. (1E) 18. Techniques of relinquishing the drowning person's grip. (1TPL) 19. First aid and resuscitation. Procedures at the accident spot. Life support procedures. (1TPL) 20. Teaching first aid in different situations. (1E) 21. Competitive lifesaving disciplines. (1TPL) 22. Competitive lifesaving disciplines competition. (1E) 23. Field work – lake (rescue actions). (1TPL) 24. Field work – lake (rescue actions). (1E) 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Compulsory class attendance, active participation in class.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.25	Research		Practical training	0.25
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	0.5	Oral exam	0.5	(other)	
	Written exam	0.5	Project		(other)	

2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 12.5% Tests – 25%% Written exam – 25% Oral exam – 25% Practical training – 12.5%		
2.11. Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Spasilačka služba na plažama (2004). Hrvatski Crveni križ.	2	
	2. Pravilnik o službi spašavanja života na vodi i ekološke zaštite priobalja (2004). Hrvatski Crveni križ.	1	web site
	3. Radna bilježnica Tečaja za osposobljavanje spasilaca (2004). Hrvatski crveni križ.	1	Faculty bookshop
2.12.Optional literature (at the time of submission of study programme proposal)	Kapus,V. et.al. (2004). Reševanje iz vode, aktivna varnost in prva pomoč. Ljubljana: Inštitut za šport, Fakulteta za Šport.		
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.		

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Benjamin Perasović, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	SPORT, FANS AND CULTURE OF THE YOUNG	1.7. Credits (ECTS)	2

1.3. Associate teachers	Sunčica Bartoluci, Mag.A.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (20L+10S)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	40
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), % of online instruction (max. 20%)	level 1

2. COURSE DESCRIPTION

2.1. Course objectives	The goal of the course is to acquire knowledge about relations between sport and different affiliation and identification forms among the young, from supporting to creating life styles. Knowledge on sport sociology and knowledge on subcultures of the young sociology help to understand modern social phenomena in which a specific scientific discourse, in opposition to the journalistic one, is cherished on subjects that are periodically very strongly represented in the media and in everyday life.
2.2. Course enrolment requirements and entry competences required for the course	Completed Kinesiological Sociology course.
2.3. Learning outcomes at the level of the programme to which the course contributes	Students will acquire knowledge necessary for understanding actual problems related to the sport phenomenon in today's society. That knowledge (theoretical and practical) will be the starting point in evaluating and understanding of sport groups, culture of the young, behaviour of supporters i.e. social role of sport in general.
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: understand the social role of sport and phenomena related to this field. That will enable them a critical view on sport, which is a prerequisite of changes in which the students participate as protagonists (professors, coaches, sports workers, managers, sports journalists, etc.).
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. DEFINITION OF THE FIELD; RELATION BETWEEN THE SOCIOLOGY OF SPORT, SOCIOLOGY OF SUBCULTURE OF THE YOUNG AND RELATED DICIPLINES (2L) 2. SOCIOLOGICAL APPROACHES TO SUBCULTURE OF THE YOUNG FROM CHICAGO TO BIRMINGHAM SCHOOL (2L) 3. CREATION OF LIFE STYLE AND THE PROCESS OF SUBCULTURALIZATION (2L) 4. CHALLENGING SOCIOLOGICAL THEORIES IN THE CROATIAN CONTEXT (2L) <ol style="list-style-type: none"> I. Seminar: Exercises of sociological imagination conducted on the example of the main protagonists' conflict about the name Dinamo (1S) 5. SOCIOLOGY AND THEORIES OF SUPPORTER'S BEHAVIOURS (2L) <ol style="list-style-type: none"> II. Seminar: Soccer hooliganism – Eric Dunning approach (1S) 6. FROM BIRMINGHAM SCHOOL TO TODAY'S POSTSUBCULTURAL STUDIES (2L) <ol style="list-style-type: none"> III. Seminar: The theory of ritual aggression – Peter Marsh approach (1S) 7. SUBCULTURES, CONTRACULTURES AND SOCIAL MOVEMENTS (2L) <ol style="list-style-type: none"> IV. Seminar: Modern soccer and identity politics (2S) 8. DOES THE MAINSTREAM EXIST? ABOUT THE DEFINITION OF SITUATION OF SUBCULTURE PROTAGONISTS (2L) <ol style="list-style-type: none"> V. Seminar: Soccer supporters and culture of the young in Croatia 1 (2S) 9. SOCIOLOGICAL CONCEPT OF MORAL PANIC AND ITS ACTUALITY 40 YEARS AFTER ESTABLISHMENT (2L) <ol style="list-style-type: none"> VI. Seminar: Soccer supporters and culture of the young in Croatia 2 (1S) 10. KINESIOLOGICAL ACTIVITY AND SUBCULTURAL IDENTITIES (2L)

VII. Seminar: Similarities and differences on subcultural scene (2S)					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.4	Research		Practical training
	Experimental work		Report		Material collection
	Essay		Seminar essay	0.4	(other)
	Tests		Oral exam	1	(other)
	Written exam		Project		(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 20% Seminar essay 20% Material collection 10% Oral exam 50%				
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	1. Bodin, D., Robene, L., Heas, S. (2007). Sport i nasilje u Europi. Zagreb: Knjiga trgovina d.o.o.			10	-
	2. Perasović, B. (2001). Urbana plemena – sociologija subkultura u Hrvatskoj. Zagreb: Hrvatska sveučilišna naklada.			4	yes
2.12. Optional literature (at the time of submission of study programme proposal)	1. Buzov, Željko; Magdalenić, Ivan; Perasović, Benjamin; Radin, Furio: Socijalni i psihološki aspekti nasilničkog ponašanja sportske publike. Pitanja, XIII (5-6): 1-52. 2. Brown, Adam (1998). Fanatics: Power, Identity and Fandom in Football Routledge. 3. Dunning, E., Murphy, P., Williams, J. (1988). The roots of football hooliganism. An historical and sociological study. London & New York: Routledge & Kegan Paul. 4. Lalić, Dražen. (1993). Torcida. Zagreb: AGM. 5. Vrcan, Srđan (2003). Nogomet – politika – nasilje. Ogladi iz sociologije nogometa. Zagreb: Jesenski i Turk; Hrvatsko sociološko društvo.				
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.				

1. GENERAL INFORMATION			
1.1. Course teacher	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	SHOOTING	1.7. Credits (ECTS)	2
1.3. Associate teachers	<u>Part-time Associates</u> Krešimir Vrančić, bacc. Krešimir Loborec, bacc.	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (18L+12E)

	Tomislav Lazić, Mag.Cin..		
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	By completing this course the students will become sports professionals with special knowledge and skills specific for working in sport, education and physical recreation.		
2.2. Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3. Learning outcomes at the level of the programme to which the course contributes	By completing this course the students attain basic knowledge and skills on this sport and are qualified to apply it in the field of education and physical recreation. By previously mentioned qualifications, the students will also attain fundamentals for using short and long air guns (air pistols/rifles).		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will attain: <ul style="list-style-type: none"> - Specificity and rules for teaching and training at the shooting range, - Characteristics of the short and long air guns, - Specificity of shooting sport training, - Influence of anthropological abilities on shooting performance and success. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures (each topic is covered by 2 classes) <ol style="list-style-type: none"> 1. History, organization and the rules in shooting 2. Kinesiological analysis of shooting 3. Methodology of shooting training Theoretical practical lectures and exercises (each topic is covered by 2TL+2E) <ol style="list-style-type: none"> 1. Stances and shooting air rifle technique 2. Aiming and firing air rifle technique 3. Shooting air rifle technique 4. Stances and shooting air pistol technique 5. Aiming and firing air pistol technique 6. Shooting air pistol technique 		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> theoretical practical classes (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam	0.5	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance – 25% Oral exam – 25% Practical training – 50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Hartnik, A.E. (1997). Pištolji i revolveri enciklopedija. Zagreb: Veble Commerce			3		
	2. Sertić, H. (2003). Kondicijska priprema strijelaca. U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.			10		
	3. Vodopivec, V. i sur. (1977). Sportsko streljaštvo. Beograd: SSI			20		
2.12. Optional literature (at the time of submission of study programme proposal)	1. Reisterer, U. (1993). Methodical teaching programme for specific discipline. U: 2nd basic course for UIT coach 's license. Weisbaden: Training academy, XI/1-7. 2. Stanojević, M. (1977). Streljaštvo. U: Enciklopedija fizičke kulture. Svezak 2. Zagreb: JLZ, 331-356. 3. Sertić, H., Šepec, T., Sertić, S. (2001). Shooting as a recreational sport in the Republic of Croatia. U: Heimer, S., Šepec, T. (ur.) Zbornik radova znanstveno-stručne konferencije 28. europskog prvenstva u streljaštvu (EPUS 2001) Zagreb: EPUS 2001 Organizing Committee. 4. Sertić, H., Vučetić, V. (2002). Diagnostics of motor abilities in national- and international- level shooters. In: Milanović, D., Prot, F. (ur.), Proceedings Book, „Kinesiology – New Perspectives«, 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 375-379. 5. Popek, S., Sertić H., Mejovšek, M., Dobrila, I., Hraski, Ž. (2002). The standing position in shooting – a case study. In: Milanović, D., Prot, F. Proceedings Book, „Kinesiology – New Perspectives“, 3rd International Scientific Conference, Zagreb: Faculty of Kinesiology, University of Zagreb, 689-692.					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1.Course teacher	Prof. Goran Leko, Ph.D.	1.6.Year of the study programme	5
1.2.Name of the course	WATER POLO	1.7.Credits (ECTS)	2
1.3.Associate teachers		1.8.Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4.Study programme (undergraduate, graduate, integrated)	Integrated	1.9.Expected enrolment in the course	30
1.5.Status of the course	Elective	1.10.Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	1
2. COURSE DESCRIPTION			
2.1.Course objectives	The students will get basic theoretical, theoretical-practical and practical information on water polo as a kinesiological activity. There are two main objectives: familiarization with and acquisition of water polo elements as well as of all knowledge – didactic instruction contents that will provide the students with enough knowledge and skills to perform well as kinesiology professional.		
2.2.Course enrolment requirements and entry competences required for the course	No enrolment requirements.		
2.3.Learning outcomes at the level of the programme to which the course contributes	The students will gain knowledge of water polo fundamentals and of basic methodological procedures for teaching those elements, thus being able to transfer the adopted knowledge to others or to apply them in sports situations. After passing the exam, the students will be qualified to teach water polo fundamentals and to include them in extracurricular and/or extramural activities of pupils and students.		
2.4.Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be able to: - teach their pupils and/or students to the water polo fundamentals, - integrate water polo fundamentals in the summer holiday programmes for pupils and/or students, - promote water polo among their pupils and/or students as a form of physical recreational activity, school sport or competitive sport		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (each topic is covered within two contact hours, except for the topic 1, which is covered in 3 contact hours)</p> <ol style="list-style-type: none"> 1. Development of water polo 2. International rules of the game 3. Kinesiological analysis of water polo 4. Analysis and methodological procedures for teaching basic movement patterns in water polo 5. Analysis of basic defence systems 6. Methodological procedures of teaching water polo tactics: individual defence, zone defence, play with a player less 7. Basic systems and methodology of teaching play in attack: counterattacks and play with an extra player. <p>Exercises (each topic is covered within two contact hours, except for the topic 7, which is covered in 3 contact hours)</p> <ol style="list-style-type: none"> 1. Movements of the players off the ball – application of swimming techniques in water polo 2. Water polo crawl and back water polo crawl 3. Analysis and methodological procedures for teaching basic technical elements with the ball 4. Shooting at the goal from various positions – diverse ways. 5. Saving techniques (goalkeeper). 6. Methods of teaching water polo tactics: individual defence, zone defence, play with a player less. 7. Basic systems and methodology of teaching play in attack: counterattacks and play with an extra player. 		

2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	Attendance of all types of instruction.					
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1.0	Oral exam	1.0	(other)	
	Written exam		Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Tests =50% Oral exam =50%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Šimenc, Z. (1977). Vaterpolo. U Enciklopedija fizičke kulture, sv. 2. Zagreb: Jugoslavenski leksikografski zavod.					
	2. Petanek, D., Šimenc Z. (1988). Razvoj vaterpola kroz promjene pravila igre. U Stručni prilozi (str. 1-18). Zagreb: VSH,					
	3. Pavičić, L., Šimenc, Z. i Lozovina, V. (1988). Analiza repertoara elemenata vaterpolo tehnike. U Stručni prilozi (str. 19-28). Zagreb: VSH.					
2.12. Optional literature (at the time of submission of study programme proposal)	1. Šimenc, Z., Vuleta, D., Bokar, I. i Tkalčić S. (1996). Dijagnostika stanja treniranosti mladih vaterpolista. U Dijagnostika u sportu. Zbornik radova 3. konferencije o sportu Alpe-Jadran, Rovinj (str. 141-144) 2. Šimenc, Z., Vuleta D. (1997). Analiza učinkovitosti hrvatske vaterpolske reprezentacije s igračem više na velikim natjecanjima. U D. Milanović (ur.), Zbornik radova 1. međunarodne znanstvene konferencije «Kineziologija – sadašnjost i budućnost», Dubrovnik (str. 161-163). Zagreb: FFK. 3. Šimenc, Z., Curiš, Z. i Vuleta, D. (1989). Povezanost općih i specifičnih motoričkih sposobnosti vaterpolista početnika. U Zbornik radova IX. ljetne škole pedagoga fizičke kulture, Ohrid. 4. Šimenc, Z., Vuleta, D., Dizdar, D. i Kurjaković, K. (1999). Strukturna analiza pozicije igrača u vaterpolu na temelju procjene nekih antropoloških karakteristika. U D. Milanović (ur.), Zbornik radova 2. međunarodne konferencije «Kineziologija za 21. stoljeće», Dubrovnik (str. 229-232). Zagreb: FFJ. 5. Šimenc, Z., Vuleta, D. i Kurjaković, K. (2000). Utvrđivanje razlika između pobjedničkih i poraženih ekipa na osnovu nekih situacijskih parametara vaterpolo igre. U V. Findak (ur.), Zbornik radova, IX. ljetna škola pedagoga fizičke kulture, Poreč (str. 192-194).					
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.					

1. GENERAL INFORMATION

1.1. Course teacher

Prof. Mirna Andrijašević, Ph.D.

1.6. Year of the study programme

5

1.2. Name of the course	WELLNESS		1.7. Credits (ECTS)	2
1.3. Associate teachers			1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (15L+15E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated		1.9. Expected enrolment in the course	80
1.5. Status of the course	Elective		1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	/
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to supplement the fundamental knowledge of modern models and programmes from the area of physical recreation and to acquire specialized knowledge of implementation and realization of the wellness system.			
2.2. Course enrolment requirements and entry competences required for the course	Completed: Kinesiological Recreation.			
2.3. Learning outcomes at the level of the programme to which the course contributes	Organization of professional work in sports-recreation centres; Team work with experts from other areas.			
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - understand the concept and factors involved in the development of wellness, - understand the function of wellness in modern urban lifestyle, - model wellness offer with special emphasis on kinesiological programmes, - create and conduct transformational and relaxation kinesiological programmes in wellness centres, - apply methods for valorization of wellness activities programme.			
2.5. Course content broken down in detail by weekly class schedule (syllabus)	Lectures and exercises <ol style="list-style-type: none"> 1. Definition and concept of wellness. The place and role of wellness in the world and in Croatia. Factors in development of wellness. Fundamental components of wellness. The function of wellness in modern urban lifestyle. (2L+2E) 2. Possibilities of implementation of wellness in different social-economic conditions. Wellness as selective touristic offer. (2L+2E) 3. Modelling of wellness offer. The role of kinesiological programmes in wellness offer. (2L+2E) 4. Wellness programmes as a new approach to quality leisure time. Differentiation between wellness and health tourism. (2L+2E) 5. Wellness as a model of acceptance of a new system of values for improvement of quality of life of the modern man. Technical-tactical principles for implementation of wellness programmes: facilities, interiors, professional level, communication, programme content selection. (2L+2E) 6. Transformational and relaxation kinesiological programmes as a basis of (kinesiological) wellness. Structure of participants of wellness programmes. (2L+2E) 7. Methods for valorization of wellness programmes. Methods for quality control of wellness programmes. (3L+3E) 			
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures	<input type="checkbox"/> independent assignments	2.7. Comments:	

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
2.8. Student responsibilities	Regular class attendance, active participation in class.			
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	Practical training
	Experimental work		Report	(other)
	Essay		Seminar essay	0.5 (other)
	Tests		Oral exam	1 (other)
	Written exam		Project	(other)
2.10. Grading and evaluating student work in class and at the final exam	Class attendance 25% Seminar essay 25% Oral exam 50%			
2.11. Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media
	1. Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		10	
	2. Andrijašević M., Bartoluci, M. (2004). Uloga wellnessa u suvremenom turizmu, Acta turistica, 16(2), 125-143.		5	
	3. Andrijašević, M. (2004). Programi i sadržaji razvoja sportsko-rekreacijskog turizma u Hrvatskoj. u: Bartoluci, M.i sur. (ur.), Menedžment u sportu i turizmu, Zagreb: KF, EF, 347-357.		10	
2.12. Optional literature (at the time of submission of study programme proposal)	1. Ivanišević G. i sur.(2004). Zdravstveni turizam, prehrana, kretanje i zaštita okoliša u Hrvatskoj, znanstveni skup Veli Lošinj, Zagreb: Akademija medicinskih znanosti Hrvatske. 2. Aerobics and Fitness Asociation of America (1997). Fitness Theory & Practice. California: Sherman Oaks. 3. Corbin, B.C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of fitness and wellness. New York, USA: Mc Graw Hill Companies. 4. Andrijašević M. (2002). Raising the quality of the sports-recreational offer in Croatian tourism, u: 16th biennial International Congress, Hotel & tourism, University of Rijeka. 5. Andrijašević, M. (ur.). (2000). Slobodno vrijeme i igra. Zagreb: FFK, ZV.			
2.13. Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.			

1. GENERAL INFORMATION

1.1. Course teacher	Darija Omrčen, Ph.D.	1.6. Year of the study programme	5
1.2. Name of the course	SCIENTIFIC ENGLISH	1.7. Credits (ECTS)	2

1.3. Associate teachers	-	1.8. Type of instruction (number of hours L + S + E + e-learning)	30 (10L+20E)
1.4. Study programme (undergraduate, graduate, integrated)	Integrated	1.9. Expected enrolment in the course	30
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim is to master scientific vocabulary and the structure of scientific discourse.		
2.2. Course enrolment requirements and entry competences required for the course	There are no preconditions.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Receptive and productive level of acquisition of scientific vocabulary and of the structure of scientific discourse.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will:</p> <ul style="list-style-type: none"> - develop the receptive level of knowledge of scientific vocabulary, - learn the characteristics of scientific discourse in the English language, - learn grammatical characteristics of scientific discourse, - develop the productive level of knowledge of scientific vocabulary. 		
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (one teaching topic per class)</p> <ol style="list-style-type: none"> 1 Characteristics of the language of science – distinctiveness, lexical features, grammatical feature in the English language. 2 Structure of sentences, structure of scientific text and of the scientific discourse in the English language. 3 Lexical categories in the language of science in the English language. 4 Complex noun phrases in the English language. 5 Hedging in expression as a feature of scientific discourse in the English language. Usage of conditionals in scientific discourse in the English language. 6 Academic vocabulary in the English language. 7 Scientific vocabulary, abbreviations, numerical expressions and various symbols in the English language. Terminology of statistical methods of data processing in the English language. 8 Scientific kinesiological nomenclature in the English language. 9 Expressing hypotheses, causes and consequences in the English language. 10 Expressing conclusions of research in the English language. <p>Exercises (one teaching topic per class)</p> <ol style="list-style-type: none"> 1. Collocations in scientific vocabulary. 2. Understanding the parts of terms for the purpose of understanding the whole term. Prefixes and suffixes in scientific vocabulary. 3. Practising the structure of clauses in a scientific text. 4. Usage of expressions (e.g. numerical expressions) and terms in English clauses. 5. Translation of a scientific text from English into Croatian. 6. Translation of a scientific text from English into Croatian. 7. Expressing the aim of research in the English language. Expressing expectations. 		

	<ol style="list-style-type: none"> 8. Expressing in the English language the reasons for using the selected methods of statistical data processing. 9. Expressing attitudes and opinions on research results of other authors in the English language – expressing agreement. 10. Expressing attitudes and opinions on research results of other authors in the English language – expressing disagreement. 11. Expressing attitudes and opinions on one's own research results in the English language – expressing attitudes and opinions implying a precondition. 12. Expressing attitudes and opinions on one's own research results in the English language – expressing attitudes and opinions implying hedging. 13. Rewriting a written scientific text in the English language. 14. Written paraphrase of a spoken text in the English language. 15. Oral interpretation of a written scientific text in the English language. 16. Oral interpretation of a spoken scientific text in the English language. 17. Designing a hypothetical scientific research in the English language. Describing aim, sample, methods, results. 18. Written report in the English language on the conducted research. 19. Discussion in the English language about the results of a hypothetical scientific research. Reasoning for and against. 20. Discussion in the English language about the results of a hypothetical scientific research – expressing advantages and disadvantages. 					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay	0.6	Seminar essay		(other)	
	Tests		Oral exam	0.6	(other)	
	Written exam	0.6	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance - 10% Essay – 30% Written exam – 30% Oral exam – 30%					
2.11. Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Day, R.A., Sakadinski, N. (2011). Scientific English: A Guide for Scientists and Other Professionals. Greenwood Press.					
	McCarthy, M., O'Dell, F. (2008). Academic Vocabulary in Use. Cambridge: Cambridge University Press.					

2.12.Optional literature (at the time of submission of study programme proposal)	
2.13.Quality assurance methods that ensure the acquisition of exit competences	Anonymous student survey.