



1. AMENDMENTS

- FORM 7 -

Zagreb, 2016

Expert Committee for Amendments to the Study Programme:

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- 3. Full Professor BRANKA MATKOVIĆ, Member*
- 4. Full Professor DRAGAN MILANOVIĆ, Member*
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

GENERAL INFORMATION ON THE STUDY PROGRAMME AND AMENDMENTS				
1. Name of the study programme	Sport Coach Education			
2. Provider of the study programme	Faculty of Kinesiology			
3. Type of study programme	Professional undergraduate study programme <input checked="" type="checkbox"/>		University study programme <input type="checkbox"/>	
4. Level of the study programme	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>
5. Manner of implementation of the study programme	Classical <input type="checkbox"/>		Blended (classical + <i>on line</i>) <input checked="" type="checkbox"/>	Entirely on line <input type="checkbox"/>
6. Academic/vocational title earned at completion of study	Bachelor of Science (BACCALAUREUS) of the coaching profession			
7. Total ECTS credits	Before the change	180	After the change	180
8. Decision of the Faculty Council on accepting the amendments (attached):	Odluka_FV_izmjene_i_dopune_Studijskog_programa_SDSSIT_05_05_2016.pdf			
9. Copy of the study programme authorization (attached):	Certificate_of_Subscription_SDSSIT_2015.pdf			
10. Extent of study programme amendments	Number of ECTS credits from the unchanged part of the programme:	125		
	Number of ECTS credits from the changed part of the programme:	55 ¹		

¹ Students enrolling in the Undergraduate Professional Study Programme for Training Coaches in **the 1st semester choose 1 of 4 study majors** (Physical conditioning of athletes, Fitness, Physical recreation and Miscellaneous sports). Changes in the new amendments to the study programme are occurring exclusively in the study major Miscellaneous sports. So far, the students of this major **picked 1 of 20 orientations in the 1st semester of SPORTS** (Athletics, Boxing, Wrestling, Sailing, Judo, Karate, Basketball, Football, Volleyball, Dancing, Swimming, Rhythmic Gymnastics, Diving, Handball, Skiing, Gymnastics, Archery, Shooting, Taekwondo and Tennis). New changes to the study program for students of the study program Various sports **19 new SPORTS directions were offered** (Acrobatic Rock and Roll, Badminton, Baseball, Cycling, Billiards, Weightlifting, Field Hockey, Windsurfing, Kayaking, Kickboxing, Skating, Horse riding, Bowling, Fencing, Darts, Table Tennis, Triathlon, Water Polo and Rowing). Students who enroll in the SPORT orientation listen to specialist courses in the chosen SPORTS orientation (History, rules and organization of SELECTED SPORTS, Kinesiological analysis of SELECTED SPORTS, Anthropological analysis in SELECTED SPORTS and Methodology in SELECTED SPORTS 1 (**taken in the 2nd semester**), Methodology in SELECTED SPORTS 2 and Methodology in SELECTED SPORTS 3 (taken in the 4th semester) and Training Programming in SELECTED SPORTS and



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11. Ordinal number of amendments to the study programme:	1st	12. Estimate of the percentage of amendments and changes to the study programme	less than 20% <input type="checkbox"/> more than 20%, less than 40% <input checked="" type="checkbox"/> more than 40% <input type="checkbox"/>
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Training Control in SELECTED SPORTS (taken in the 6th semester)). Specialist SPORT orientation courses are taken in the 2nd, 4th and 6th semesters and carry a total of **55 ECTS credits**.



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Description of the study programme amendments

Table 1 Description of the study programme amendments

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Mandatory courses for all 4 study majors				
Medicine of Sport	-2	7	5	Changing the schedule workload of the mandatory course and reducing ECTS credits
Kinesiological Activities for Persons with Disabilities	+2	0	2	A new mandatory course, replacing the course Sport for Persons with Disabilities. The sum remains the same number of ECTS credits.
Elective courses for all 4 study majors				
Sport for Persons with Disabilities	-2	2	0	Elective course removed, replaced by a mandatory course Kinesiological Activities for Persons with Disabilities
Sport and Law	+2	0	2	New elective course added.
Study major - PHYSICAL CONDITIONING OF ATHLETES				
Analysis of Physical Conditioning	0	9	2+7	Based on the recommendation of the reviewers, it was replaced by the following courses: Analysis of Physical Conditioning of Athletes 1 and Analysis of Physical Conditioning of Athletes 2 (divided into one-semester courses)



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Diagnostics of Physical Condition Fitness	0	9	9	It was changed from a multi-semester to a one semester course and transferred to 4th semester
Methodology of Physical Conditioning 1	0	10	2+2+6	Based on the recommendation of the reviewers, it was replaced by the following courses: Methodology of Physical Conditioning I, Methodology of Physical Conditioning II and Methodology of Physical Conditioning III (divided into one-semester courses)
Methodology of Physical Conditioning 2	0	6	6	The name of the course was changed to: Methodology of Physical Conditioning IV
Planning and Programming of Physical Conditioning	0	11	2+9	Based on the recommendation of the reviewers, it was replaced by the following courses: Planning and Programming of Physical Conditioning I and Planning and Programming of Physical Conditioning II (divided into one-semester courses)
Sport Coaching Internship in Physical Conditioning of Athletes	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Physical Conditioning of Athletes I, Sport Coaching Internship in Physical Conditioning of Athletes II and Sport Coaching Internship in Physical Conditioning of Athletes III (divided into one-semester courses)
Study major - PHYSICAL RECREATION				



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Physical Recreation	0	10	2+8	Based on the recommendation of the reviewers, it was replaced with the following courses: Physical Recreation I and Physical Recreation II (divided into one-semester courses)
Adapted Physical Activity	-5	5	0	6th semester mandatory course removed. Replaced with the course Physical Recreation Programmes in Stress Prevention
Physical Recreation Programmes in Stress Prevention	+5	0	5	New mandatory course in the 6th semester. It replaced the course Adapted Physical Activity.
Sport Coaching Internship in Physical Recreation	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Physical Recreation I, Sport Coaching Internship in Physical Recreation II and Sport Coaching Internship in Physical Recreation IV (divided into one-semester courses)
Study major - FITNESS				
Fitness Training Methodology 1	0	13	4+9	Based on the recommendation of the reviewers, it was replaced by the following courses: Training Methodology in Fitness I and Training Methodology in Fitness II (divided into one-semester courses)
Training Methodology in Fitness 2	0	13	3+10	Based on the recommendation of the reviewers, it was replaced by the following courses: Training Methodology in Fitness III and



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
				Training Methodology in Fitness IV (divided into one-semester courses)
Group Fitness Programmes 1	0	7	4+3	Based on the reviewers' recommendation, it was replaced with the following courses: Group Fitness Programmes I and Group Fitness Programmes II (divided into one-semester courses)
Group Fitness Programmes 2	0	10	7+3	Based on the reviewers' recommendation, it was replaced with the following courses: Group Fitness Programmes III and Group Fitness Programmes IV (divided into one-semester courses)
Sport Coaching Internship in Fitness	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Fitness I, Sport Coaching Internship in Fitness II and Sport Coaching Internship in Fitness III (divided into one-semester courses)
Study major - MISCELLANEOUS SPORTS				
Teaching Methodology 2 (TRACK AND FIELD)	0	17	8.5 +8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (TRACK AND FIELD) and Teaching Methodology III (TRACK AND FIELD) (divided into two courses)
Sport Coaching Internship in Track and Field	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Track and Field I, Sport Coaching Internship in Track and Field II and Sport



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
				Coaching Internship in Track and Field III (divided into one-semester courses)
Teaching Methodology 2 (BOXING)	0	17	8.5 +8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (BOXING) and Teaching Methodology III (BOXING) (divided into two courses)
Sport Coaching Internship in Boxing	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Boxing I, Sport Coaching Internship in Boxing II and Sport Coaching Internship in Boxing III (divided into one-semester courses)
Teaching Methodology 2 (WRESTLING)	0	17	8.5 +8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (WRESTLING) and Teaching Methodology III (WRESTLING) (divided into two courses)
Sport Coaching Internship in Wrestling	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Wrestling I, Sport Coaching Internship in Wrestling II and Sport Coaching Internship in Wrestling III (divided into one-semester courses)
Teaching Methodology 2 (SAILING)	0	17	8.5 +8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (SAILING) and Teaching Methodology III (SAILING) (divided into two courses)



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Sailing	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Sailing I, Sport Coaching Internship in Sailing II and Sport Coaching Internship in Sailing III (divided into one-semester courses)
Teaching Methodology 2 (JUDO)	0	17	8.5 +8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (JUDO) and Teaching Methodology III (JUDO) (divided into two courses)
Sport Coaching Internship in Judo	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Judo I, Sport Coaching Internship in Judo II and Sport Coaching Internship in Judo III (divided into one-semester courses)
Teaching Methodology 2 (KARATE)	0	17	8.5 +8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (KARATE) and Teaching Methodology III (KARATE) (divided into two courses)
Sport Coaching Internship in Karate	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Karate I, Sport Coaching Internship in Karate 2 and Sport Coaching Internship in Karate 3 (divided into one-semester courses)
Teaching Methodology 2 (BASKETBALL)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (BASKETBALL) and



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
				Teaching Methodology III (BASKETBALL) (divided into two courses)
Sport Coaching Internship in Basketball	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Basketball I, Sport Coaching Internship in Basketball 2 and Sport Coaching Internship in Basketball 3 (divided into one-semester courses)
Teaching Methodology 2 (FOOTBALL)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (FOOTBALL) and Teaching Methodology III (FOOTBALL) (divided into two courses)
Sport Coaching Internship in Football	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Football I, Sport Coaching Internship in Football 2 and Sport Coaching Internship in Football 3 (divided into one-semester courses)
Teaching Methodology 2 (VOLLEYBALL)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (VOLLEYBALL) and Teaching Methodology III (VOLLEYBALL) (divided into two courses)
Sport Coaching Internship in Volleyball	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Volleyball I,



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
				Sport Coaching Internship in Volleyball 2 and Sport Coaching Internship in Volleyball 3 (divided into one-semester courses)
Teaching Methodology 2 (DANCING)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (DANCING) and Teaching Methodology III (DANCING) (divided into two courses)
Sport Coaching Internship in Dancing	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Dancing I, Sport Coaching Internship in Dancing 2 and Sport Coaching Internship in Dancing 3 (divided into one-semester courses)
Teaching Methodology 2 (SWIMMING)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (SWIMMING) and Teaching Methodology III (SWIMMING) (divided into two courses)
Sport Coaching Internship in Swimming	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Swimming I, Sport Coaching Internship in Swimming 2 and Sport Coaching Internship in Swimming 3 (divided into one-semester courses)
Teaching Methodology 2 (Rhythmic Gymnastics)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (RHYTHMIC GYMNASTICS) and Teaching Methodology III (RHYTHMIC GYMNASTICS) (divided into two courses)



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Rhythmic Gymnastics	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Rhythmic Gymnastics I, Sport Coaching Internship in Rhythmic Gymnastics 2 and Sport Coaching Internship in Rhythmic Gymnastics 3 (divided into one-semester courses)
Teaching Methodology 2 (DIVING)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (DIVING) and Teaching Methodology III (DIVING) (divided into two courses)
Sport Coaching Internship in Diving	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Diving I, Sport Coaching Internship in Diving 2 and Sport Coaching Internship in Diving 3 (divided into one-semester courses)
Teaching Methodology 2 (HANDBALL)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (HANDBALL) and Teaching Methodology III (HANDBALL) (divided into two courses)
Sport Coaching Internship in Handball	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Handball I, Sport Coaching Internship in Handball 2 and Sport Coaching Internship in Handball 3 (divided into one-semester courses)



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Teaching Methodology 2 (SKIING)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (SKIING) and Teaching Methodology III (SKIING) (divided into two courses)
Sport Coaching Internship in Skiing	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Skiing I, Sport Coaching Internship in Skiing 2 and Sport Coaching Internship in Skiing 3 (divided into one-semester courses)
Teaching Methodology 2 (ARTISTIC GYMNASTICS)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (ARTISTIC GYMNASTICS) and Teaching Methodology III (ARTISTIC GYMNASTICS) (divided into two courses)
Sport Coaching Internship in Artistic Gymnastics	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Artistic Gymnastics I, Sport Coaching Internship in Artistic Gymnastics 2 and Sport Coaching Internship in Artistic Gymnastics 3 (divided into one-semester courses)
Teaching Methodology 2 (ARCHERY)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (ARCHERY) and Teaching Methodology III (ARCHERY) (divided into two courses)
Sport Coaching Internship in Archery	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Archery I,



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
				Sport Coaching Internship in Archery 2 and Sport Coaching Internship in Archery 3 (divided into one-semester courses)
Teaching Methodology 2 (SHOOTING)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (SHOOTING) and Teaching Methodology III (SHOOTING) (divided into two courses)
Sport Coaching Internship in Shooting	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Shooting I, Sport Coaching Internship in Shooting 2 and Sport Coaching Internship in Shooting 3 (divided into one-semester courses)
Teaching Methodology 2 (TAEKWONDO)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (TAEKWONDO) and Teaching Methodology III (TAEKWONDO) (divided into two courses)
Sport Coaching Internship in Taekwondo	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Taekwondo I, Sport Coaching Internship in Taekwondo 2 and Sport Coaching Internship in Taekwondo 3 (divided into one-semester courses)
Teaching Methodology 2 (TENNIS)	0	17	8.5+8.5	Based on the recommendation of the reviewers, it was replaced by the courses: Teaching Methodology II (TENNIS) and Teaching Methodology III (TENNIS) (divided into two courses)



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Tennis	0	10	0+5+5	Based on the recommendation of the reviewers, it was replaced by the following courses: Sport Coaching Internship in Tennis I, Sport Coaching Internship in Tennis 2 and Sport Coaching Internship in Tennis 3 (divided into one-semester courses)
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL				
History, Rules, Regulations and Organization of Acrobatic r 'n' r	+3	0	3	Added specialist course in the study major MISCELLANEOUS SPORTS - new specialisation ACROBATIC ROCK 'N' ROLL
Kinesiological Analysis of Acrobatic r 'n' r	+9	0	9	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Anthropological Analysis in Acrobatic r 'n' r	+5	0	5	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Teaching Methodology I (ACROBATIC R 'N' R)	+7	0	7	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Teaching Methodology II (ACROBATIC R 'N' R)	+8.5	0	8.5	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Teaching Methodology III (ACROBATIC R 'N' R)	+8.5	0	8.5	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Training Programming in Acrobatic r 'n' r	+9	0	9	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Training Effects Control in Acrobatic r 'n' r	+5	0	5	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Sport Coaching Internship in Acrobatic r 'n' r I	+0	0	0	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Sport Coaching Internship in Acrobatic r 'n' r II	+5	0	5	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Sport Coaching Internship in Acrobatic r 'n' r III	+5	0	5	Added specialist course in the study major MISCELLANEOUS SPORTS - a new specialisation ACROBATIC ROCK 'N' ROLL
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON				
History, Rules, Regulations and Organization of Badminton	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Kinesiological Analysis of Badminton	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Anthropological Analysis in Badminton	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Teaching Methodology I (BADMINTON)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Teaching Methodology II (BADMINTON)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Teaching Methodology III (BADMINTON)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Training Programming in Badminton	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Training Effects Control in Badminton	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Sport Coaching Internship in Badminton I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Sport Coaching Internship in Badminton II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Sport Coaching Internship in Badminton III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BADMINTON
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
History, Rules, Regulations and Organization of Baseball	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Kinesiological Analysis of Baseball	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Anthropological Analysis in Baseball	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Teaching Methodology I (BASEBALL)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Teaching Methodology II (BASEBALL)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Teaching Methodology III (BASEBALL)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Training Programming in Baseball	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Training Effects Control in Baseball	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Sport Coaching Internship in Baseball I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL



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Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Baseball II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Sport Coaching Internship in Baseball III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BASEBALL
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING				
History, Rules, Regulations and Organization of Cycling	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Kinesiological Analysis of Cycling	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Anthropological Analysis in Cycling	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Teaching Methodology I (CYCLING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Teaching Methodology II (CYCLING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Teaching Methodology III (CYCLING)	+8.5	0	8.5	Specialist subject added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Training Programming in Cycling	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Training Effects Control in Cycling	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Sport Coaching Internship in Cycling I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Sport Coaching Internship in Cycling II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Sport Coaching Internship in Cycling III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation CYCLING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING				
History, Rules, Regulations and Organization of Weightlifting	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Kinesiological Analysis of Weightlifting	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Anthropological Analysis in Weightlifting	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Teaching Methodology I (WEIGHTLIFTING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Teaching Methodology II (WEIGHTLIFTING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Teaching Methodology III (WEIGHTLIFTING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Training Programming in Weightlifting	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Training Effects Control in Weightlifting	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Sport Coaching Internship in Weightlifting I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Sport Coaching Internship in Weightlifting II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Sport Coaching Internship in Weightlifting III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WEIGHTLIFTING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
History, Rules, Regulations and Organization of Field Hockey	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Kinesiological Analysis of Field Hockey	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Anthropological Analysis in Field Hockey	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Teaching Methodology I (FIELD HOCKEY)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Teaching Methodology II (FIELD HOCKEY)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Teaching Methodology III (FIELD HOCKEY)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Training Programming in Field Hockey	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Training Effects Control in Field Hockey	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Sport Coaching Internship in Field Hockey I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY



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Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Field Hockey II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Sport Coaching Internship in Field Hockey III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FIELD HOCKEY
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING				
History, Rules, Regulations and Organization of Windsurfing	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Kinesiological Analysis of Windsurfing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Anthropological Analysis in Windsurfing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Teaching Methodology I (WINDSURFING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Teaching Methodology II (WINDSURFING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Teaching Methodology III (WINDSURFING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Training Programming in Windsurfing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Training Effects Control in Windsurfing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Sport Coaching Internship in Windsurfing I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Sport Coaching Internship in Windsurfing II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Sport Coaching Internship in Windsurfing III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WINDSURFING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING				
History, Rules, Regulations and Organization of Kayaking	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Kinesiological Analysis of Kayaking	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Anthropological Analysis in Kayaking	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Teaching Methodology I (KAYAKING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Teaching Methodology II (KAYAKING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Teaching Methodology III (KAYAKING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Training Programming in Kayaking	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Training Effects Control in Kayaking	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Sport Coaching Internship in Kayaking I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Sport Coaching Internship in Kayaking II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Sport Coaching Internship in Kayaking III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KAYAKING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
History, Rules, Regulations and Organization of Kickboxing	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Kinesiological Analysis of Kickboxing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Anthropological Analysis in Kickboxing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Teaching Methodology I (KICKBOXING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Teaching Methodology II (KICKBOXING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Teaching Methodology III (KICKBOXING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Training Programming in Kickboxing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Training Effects Control in Kickboxing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Sport Coaching Internship in Kickboxing I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Kickboxing II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Sport Coaching Internship in Kickboxing III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation KICKBOXING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING				
History, Rules, Regulations and Organization of Skating	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Kinesiological Analysis of Skating	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Anthropological Analysis in Skating	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Teaching Methodology I (SKATING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Teaching Methodology II (SKATING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Teaching Methodology III (SKATING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING



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Training Programming in Skating	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Training Effects Control in Skating	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Sport Coaching Internship in Skating I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Sport Coaching Internship in Skating II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Sport Coaching Internship in Skating III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation SKATING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT				
History, Rules, Regulations and Organization of Equestrian Sport	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Kinesiological Analysis of Horse Riding and Equestrian Disciplines	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Anthropological Analysis in Horse Riding and Equestrian Disciplines	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
TEACHING METHODOLOGY I (RIDING SCHOOL)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
TEACHING METHODOLOGY II (EQUESTRIAN DISCIPLINES)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Teaching Methodology III (EQUESTRIAN SPORT)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Training Programming in Horse Riding and Equestrian Disciplines	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Training Effects Control in Equestrian Sport	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Sport Coaching Internship in Equestrian Sport I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Sport Coaching Internship in Equestrian Sport II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Sport Coaching Internship in Equestrian Sport III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation EQUESTRIAN SPORT
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
History, Rules, Regulations and Organization of Bowling	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Kinesiological Analysis of Bowling	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Anthropological Analysis in Bowling	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Teaching Methodology I (BOWLING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Teaching Methodology II (BOWLING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Teaching Methodology III (BOWLING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Training Programming in Bowling	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Training Effects Control in Bowling	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Sport Coaching Internship in Bowling I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Bowling II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Sport Coaching Internship in Bowling III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation BOWLING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING				
History, Rules, Regulations and Organization of Fencing	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Kinesiological Analysis of Fencing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Anthropological Analysis in Fencing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Teaching Methodology I (FENCING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Teaching Methodology II (FENCING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Teaching Methodology III (FENCING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING



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What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Training Programming in Fencing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Training Effects Control in Fencing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Sport Coaching Internship in Fencing I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Sport Coaching Internship in Fencing II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Sport Coaching Internship in Fencing III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation FENCING
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS				
History, Rules, Regulations and Organization of Darts	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Kinesiological Analysis of Darts	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Anthropological Analysis in Darts	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Teaching Methodology I (DARTS)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Teaching Methodology II (DARTS)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Teaching Methodology III (DARTS)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Training Programming in Darts	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Training Effects Control in Darts	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Sport Coaching Internship in Darts I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Sport Coaching Internship in Darts II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Sport Coaching Internship in Darts III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation DARTS
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
History, Rules, Regulations and Organization of Table Tennis	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Kinesiological Analysis of Table Tennis	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Anthropological Analysis in Table Tennis	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Teaching Methodology I (TABLE TENNIS)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Teaching Methodology II (TABLE TENNIS)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Teaching Methodology III (TABLE TENNIS)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Training Programming in Table Tennis	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Training Effects Control in Table Tennis	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Sport Coaching Internship in Table Tennis I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Table Tennis II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Sport Coaching Internship in Table Tennis III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TABLE TENNIS
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON				
History, Rules, Regulations and Organization of Triathlon	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Kinesiological Analysis of Triathlon	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Anthropological Analysis in Triathlon	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Teaching Methodology I (TRIATHLON)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Teaching Methodology II (TRIATHLON)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Teaching Methodology III (TRIATHLON)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Training Programming in Triathlon	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Training Effects Control in Triathlon	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Sport Coaching Internship in Triathlon I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Sport Coaching Internship in Triathlon II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Sport Coaching Internship in Triathlon III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation TRIATHLON
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO				
History, Rules, Regulations and Organization of Water Polo	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Kinesiological Analysis of Water Polo	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Anthropological Analysis in Water Polo	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Teaching Methodology I (WATER POLO)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Teaching Methodology II (WATER POLO)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Teaching Methodology III (WATER POLO)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Training Programming in Water Polo	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Training Effects Control in Water Polo	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Sport Coaching Internship in Water Polo I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Sport Coaching Internship in Water Polo II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Sport Coaching Internship in Water Polo III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation WATER POLO
Specialist courses in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,.....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
History, Rules, Regulations and Organization of Rowing	+3	0	3	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Kinesiological Analysis of Rowing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Anthropological Analysis in Rowing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Teaching Methodology I (ROWING)	+7	0	7	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Teaching Methodology II (ROWING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Teaching Methodology III (ROWING)	+8.5	0	8.5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Training Programming in Rowing	+9	0	9	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Training Effects Control in Rowing	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Sport Coaching Internship in Rowing I	+0	0	0	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

What is being changed / what is being supplemented	The number of ECTS credits of a course being changed (e.g. 0, -3, +2, -1,....)	Before the change	After the change	Explanation of the change (e.g. removed course, added course, replaced course, new elective / mandatory,... do not indicate improvement of teaching)
Sport Coaching Internship in Rowing II	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING
Sport Coaching Internship in Rowing III	+5	0	5	Specialist course added in the study major MISCELLANEOUS SPORTS - a new specialisation ROWING



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

Mandatory courses for all 4 study majors



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

Table 2 Description of the new course or the amended and modified course

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Saša Janković	1.6. Year of study	3rd
1.2. Course title	MEDICINE OF SPORT	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (45L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	60
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	Ability to provide first aid according to medical postulates. Acquiring knowledge in sports injury prevention and implementing it in practical work. Participation in the treatment and rehabilitation of injured athletes. Control of athletes' nutrition and compiling menus for professional and recreational athletes.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Medicine of Sport provides coaches (major Sports, Physical Recreation, Fitness and Physical Conditioning of Athletes) with the knowledge of: <ul style="list-style-type: none"> - the importance and purpose of health monitoring, - the pathology of sports endeavours, - sports hygiene. 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - defining the position and development of the medicine of sport at local, regional and global level; - the importance of medicine of sport in the process of training and competition; - the ability to handle minor injuries in physical and health education classes; - knowledge of basic first aid postulates; - knowledge of the purpose and importance of preventative screening for sports practitioners; - knowledge of contraindications for sports activity; - knowledge about the harmfulness of doping; - knowledge of the specific nutrition of athletes.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures (each topic is covered in 2 lessons)</p> <ol style="list-style-type: none"> 1. History of sports medicine 2. The tasks of a sports physician 3. Health monitoring: the purpose and significance of preventive examinations 4. Conducting an examination 5. Contraindications for sports activity 6. Athlete's heart 7. Determination of capability 8. Distinctive examination features for particular groups of sports: diving activities, gliding, boxing 9. Pathology of sports endeavours: sports injuries and impairments 10. Systematics of sports injuries 11. Injuries to the skin and subcutaneous tissue 12. Muscle injuries 13. Injuries and tendons 14. Joint injuries 15. Bone and periosteum injuries 16. Head injuries, chest injuries, abdominal injuries, urogenital injuries 17. Orthostatic hypotension. Damage from thermal and other radiation. 18. Overtraining 19. Doping 20. Specific injuries and impairment by sport 21. Injury prevention. Rehabilitation. 22. Characteristics of nutrition for athletes



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Sveučilište u Zagrebu

	<p>23. Energy requirements. Characteristics of nutrition for long-distance runners.</p> <p>Practical classes (each topic is covered in 2 lessons, except for the topic under number 7, which is covered in 3 lessons)</p> <ol style="list-style-type: none"> 1. Wounds and wound complications 2. Wound management 3. Bone fractures 4. First aid and immobilization of bone fractures 5. Introduction to massage 6. Massage techniques 7. Reanimation 					
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>						
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>		<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	<p>0.5</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	
	<p>Preliminary exams</p>	<p>2.0</p>	<p>Term paper</p>		<p>(other)</p>	
			<p>Oral exam</p>	<p>4.0</p>	<p>(other)</p>	
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance 5%</p>					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	Preliminary exams 30% Oral exam 60% Practical work 5%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	1. Medved, R. i sur. (1987). Sportska medicina (Medicine of Sport), Zagreb: JUMENA.	2	
	2. Pećina, M., Heimer, S. (1995). Sportska medicina: Odabrana poglavlja (Medicine of Sport: Selected Chapters). Zagreb: Naprijed.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Pećina, M. (1992). Sindromi prenaprezanja (Overstrain Syndromes). Zagreb: Globus. 2. Kibler, B. W. (1990). The Sport Preparticipation Fitness Examination. Champaign, Illinois: Human Kinetics.		
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Dubravka Ciliga Asst. Prof., Lidija Petrinović	1.6. Year of study	
1.2. Course title	KINESIOLOGICAL ACTIVITIES FOR PERSONS WITH DISABILITIES	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Tatjana Trošt Bobić, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (15L + 15S) <i>Teaching hours: 15L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	60
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	-
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of knowledge from the field of disability and the application of this knowledge in the field of kinesiological activities for persons with disabilities. The importance of regular physical activity for people with different categories of disabilities. Procedures for teaching and applying different types of physical activity for persons with different categories of disabilities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Understanding the complexities and specificities of working with people with disabilities Specific knowledge acquired for the planning, organization and implementation of sports activities for people with disabilities.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	- Students who pass the elective course acquire the competences for carrying out kinesiological activities for persons with disabilities - Participation in the planning of new and renovation of old sports facilities		
2.5. Course content broken down in detail by the course schedule	Lectures 1. Definition of the four basic categories of disability (2L) 2. Sports competitions and their specificities in relation to the category of disability (2L) 3. Sport rehabilitation and the importance of physical exercise for persons with disabilities (2L) 4. Characteristics of sports wheelchairs and sports prosthetics (2L)		



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	<p>5. Description of sports and classification system characteristics at the Paralympic Games (2L) 6. Description of sports and classification system characteristics at the Special Olympics (1L) 7. Description of sports and adjustments at the Deaflympics (1L) 8. Sports and recreational programmes for persons with disabilities (2L) 9. Opportunities for inclusion of persons with disabilities in regular physical recreation programmes (1L)</p> <p>Seminars</p> <p>1. Practical overview and methodological basics for wheelchair basketball (2S) 2. Practical overview and methodological basics for sitting volleyball (2S) 3. Practical overview and methodological basics for goalball (2S) 4. Practical overview and methodological basics for wheelchair tennis (2S) 5. Practical overview of radio direction finding for the blind (2S) 6. Practical overview of sports selection at the Special Olympics (2S) 7. Practical overview of the choice of sports for people with neuromuscular disorders (1S) 8. Practical overview and methodological basics for boules for persons with cerebral palsy (1S) 9. Practical overview and methodological basics for swimming (1S)</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance at lectures and seminars				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Students take an oral exam.				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Ciliga D. i Petrinović, L. (1996). Sportaši s invalidnošću i fitness (Athletes with Disabilities and Fitness). U D. Milanović (ur.), "Fitness", Međunarodno savjetovanje o fitnessu, Zagrebački sajam športa (str. IV25-IV25). Zagreb: FFK, ZV, ZŠS.	5	
	Ciliga, D. i L. Petrinović (1999). Sport osoba s invaliditetom (Sport for Persons with Disabilities). Medix (23).	1	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ul style="list-style-type: none"> - Ciliga, D. (1993). Organizacija športa i rekreacije za invalidne osobe u Hrvatskoj (Organization of Sports and Recreation for People with Disabilities in Croatia). U Zbornik radova Central-East European conference, Siofok. - Ciliga, D. (1993). Šport kao preduvjet povećane i produljene mobilnosti invalidnih osoba (Sport as a Precondition for Increased and Prolonged Mobility of People with Disabilities). U V. Findak (ur.), Zbornik radova Konferencije o športu Alpe-Jadran Rovinj (str. 278-280). Zagreb: HOO. - Ciliga, D., Omrčen D. i Petrinović, L. (1996). Uporaba trenažera u rehabilitaciji osoba s ozljedom kralježnice (The Use of Exercise Equipment in the Rehabilitation of People with Spinal Injuries). Fizikalna medicina i rehabilitacija 13 (S1). - Ciliga, D. i B. Volčanšek (1994). Model kineziološke aktivnosti kod osoba s povredom leđne moždine (A Model of Kinesiological Activity for People with Spinal Cord Injury). U Zbornik radova 9. alpsko-jadranskog simpozija za međunarodnu suradnju u rehabilitaciji, Luzern. - Ciliga, D. (1998). Preduvjeti u uključivanju osoba s invalidnošću u višu razinu sportskih natjecanja (Preconditions for the Inclusion of People with Disabilities in the Higher Levels of Sports Competitions). Sport za sve 16 (14), 12-13. - Petrinović, L. (2014). Sport osoba s invaliditetom (Sport for Persons with Disabilities). U: V. Findak (Ur.) Zbornik radova 23. ljetne škole kineziologa RH, Poreč, 24-28 lipnja 2014. str. 47-56. - Trošt Bobić, T., Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepu osobu (Radio Direction Finding as a Recreational Activity for the Blind). U M. Andrijašević (ur.), Zbornik radova međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb, 2009. (str. 345-351). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. - Ciliga, D., Trošt Bobić, T., Petrinović Zekan, L. (2009). Sport osoba s invaliditetom (Sport for Persons with Disabilities). U F. Gracin, B. Klobučar (ur.), Zbornik radova 8.konferencije o sportu Alpe-Jadran, Opatija, 2009. (str. 230-238). Zagreb: Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske. 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	<ul style="list-style-type: none">- Petrinović Zekan, L., Ciliga, D. (2008). Sportske aktivnosti za osobe s oštećenjem vida (Athletic Activities for the Visually Impaired). U M. Andrijašević (ur.), Zbornik radova Međunarodnome znanstveno-stručne konferencije „Kineziološka rekreacija i kvaliteta života“, Zagreb, 2005. (str. 351-362). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.- Ciliga, D., Petrinović Zekan, L., Trošt, T. (2007). Boćanje kao rekreativna aktivnost za osobe s cerebralnom paralizom (Boules as a Recreational Activity for People with Cerebral Palsy). U M. Andrijašević (ur.), Zbornik radova konferencije „Sport za sve u funkciji unapređenja kvalitete života“, Zagreb, 2007. (105-112). Zagreb: Kineziološki fakultet.
2.13. Quality assurance methods that provide the acquisition of output competences	Active participation in seminars.

Elective courses for all 4 study majors



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Siniša Petrović Asst. Prof., Mario Baić Full Professor Igor Gliha	1.6. Year of study	
1.2. Course title	SPORT AND LAW	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Full Professor Igor Gliha Petar Ceronja, M. Jur.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (30 L) Teaching hours: 15L
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	25
1.5. Course status	Elective	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	To enable students to understand the connection between sport and law, and in particular the role of sports law as a special branch of law. Considering that this is an extremely complex activity, sports law contains elements of different traditional branches of law. For example, with regard to the organization of sports associations, sports law approaches the company law. Therefore, it is important to enable students to understand the legal framework of associations and public limited sports companies. It is also important for students to understand the individual rights and obligations of the athlete/coach governed by sports contract law and sports tort law. Given that national sports federations often coordinate at supranational levels, students need to understand the international and European aspects of sports law.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Upon completion of this course, students gain additional knowledge that will enable them to better understand the legal issues of working in the sport industry with particular emphasis on: <ul style="list-style-type: none"> - understanding of the connection between sport and law, - interpretation of national and international sports legislation, 		



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Sveučilište u Zagrebu

	<ul style="list-style-type: none"> - differentiation between different forms of sports club organization, - understanding the characteristics of different contracts in sports law, - understanding the responsibility for the liability of athletes/coaches for damage.
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Upon the completion of the course, students will:</p> <ul style="list-style-type: none"> - understand the connection between sport and law and they will know the meaning of sports law, - be able to interpret national and international sports legislation and autonomous sources of sports law, - be able to choose the relevant legal rules and institutes, - be able to identify the relevant regulations in the field of sports law, - be able to analyze the forms of sport action in Croatian law, - describe contracts in sports law, - be familiar with the legal status of sports facilities, - be familiar with the importance and role of county and national sports federations and the COC and IOC, - be able to verbally express their views in the field of sports law, - understand and know how to recognize illegal activities in sport and harmful consequences for sport.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Relationship between sport and law (1L) 2. Development of Sports Law (Croatian, International) (1L) 3. Legal sources (2L) 4. Sports Law Entities (2L) 5. Legal grounds for the differences between amateur and professional sport (2L) 6. The importance and role of county and national sports federations and the COC and IOC (2L) 7. Different profiles of sports club organization (2L) 8. Privatization in sport (2L) 9. Features of contracts in sports law (professionals, amateurs, minors) (2L) 10. Conflict between the classic civil contract and a special sports contract (1L) 11. Legal types of professional athlete transfer (2L) 12. Liability for damages in sport (athletes, coaches, referees, associations, state, spectators...) (2L) 13. Legal status of sports facilities (2L) 14. The impact of party autonomy on the organization of sports organizations (1L) 15. Disciplinary, misdemeanour and criminal liability in sport (2L) 16. Croatian legal practice related to sport (2L) 17. Sports disputes (1L) 18. Current cases from the legal practice related to sport (1L)



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2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input checked="" type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Active participation in the preparation for lectures and in debates.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	1.0	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam	1.0	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Term paper 25% Oral exam 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Crnić, I., Crnić, J., Čurković, M., Gliha, I., Ivančić-Kačer, B., Ivkošić, M., Kačer, H., Labar, B., Mateša, Z., Mijatović, N., Mintas-Hodak, L.J., Momčinović, H., Perkušić, A., Petrović, S., Primorac, D. (2009.). Uvod u Športsko pravo (Introduction to Sports Law) (glavni urednik Hrvoje Kačer). Zagreb: Inženjerski biro d.d.			10	MZOŠ, NN	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Kačer, H., Perkušić, A., Ivančić-Kačer, B. (2012). Postoji li u Republici Hrvatskoj (kvalitetno) sportsko pravo (Is There (Quality) Sports Law in the Republic of Croatia) u Zbornik radova Pravnog fakulteta u Splitu. 49, 4, str. 727-					



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	<p>740 Primorac, D. (2013). Pravni položaj vrhunskog trenera u hrvatskom sportskom pravu (Legal Status of First-rate Coaches in Croatian Sports Law) u Zbornik Pravnog fakulteta Sveučilišta u Rijeci 34, 2, str. 991-1018</p> <p>Belanić, L. (2012). Ugovor o osiguranju (troškova) pravne zaštite u djelatnosti sporta (Agreement on the Insurance (of Expenses) for Legal Protection in Sports) u Zbornik radova Pravnog fakulteta u Splitu 49, 4, str. 787-801.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

Study major - PHYSICAL CONDITIONING OF ATHLETES



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	1st
1.2. Course title	ANALYSIS OF PHYSICAL CONDITIONING OF ATHLETES I	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Asim Bradić, Luka Milanović, Ph.D. Daniel Bok, prof. Cvita Gregov, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (15L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire knowledge about the basics of physical conditioning and the relationships between anthropological characteristics of athletes and sports activities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to understand the structure of physical conditioning and the role of physical conditioning of athletes in the process of integral sports conditioning, as well as the relationships between the anthropological status of athletes and the physical conditioning programme.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - analyze the structure of the physical conditioning - analyze the programmes of physical conditioning - analyze the role of physical conditioning in the scope of integral physical conditioning - analyze the relationships between anthropological characteristics of athletes and the sports activity 		
2.5. Course content broken down in detail by the course schedule	Lectures and practical classes <ol style="list-style-type: none"> 1. History of physical conditioning in the world (1L +1PC) 2. History of physical conditioning in Croatia (2L +2PC) 3. Croatian Physical Conditioning Association and National Strength and Conditioning Association (2L +2PC) 4. Structure of physical conditioning (2L +2PC) 		



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	5. Types and programmes of physical conditioning (2L +2PC) 6. Integrative character of physical conditioning (2L +2PC) 7. Anthropological analysis of physical conditioning content (specification equation) (2L +2PC) 8. Anthropological analysis of physical conditioning content (value equation) (2L +2PC)				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input checked="" type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.2	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	0.6	(other)
			Oral exam	1.2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 11% Term paper 33% Oral exam 56%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima (Physical Conditioning Exercises with Weights). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	NO
	2. Dijagnostika treniranosti sportaša (Athlete Training Effects Diagnostics) (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 (Fundamentals of Transformation Procedures in Kinesiology). Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).			10	YES



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2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none">1. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.2. Reilly, T. (2003). Science and Soccer. London: Spon Press3. Jukić, I. (ur.)(2003-2011). Kondicijski trening (Physical conditioning). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	1st
1.2. Course title	ANALYSIS OF PHYSICAL CONDITIONING OF ATHLETES II	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Senior Lecturer Luka Milanović, Ph.D. Daniel Bok, prof. Cvita Gregov, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire knowledge about the analysis of the physical conditioning training content and the analysis of physical activity in the function of physical conditioning.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to understand and carry out analytical procedures of physical conditioning and specific physical activities with the aim of final shaping of the physical conditioning of athletes of different ages, sexes, training effect levels and competition rank.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - analyze the content of physical conditioning from a kinesiological perspective - analyze the contents of physical conditioning from an anthropological perspective - analyze physical activity in the function of methodological and programmatic shaping of physical conditioning - combine the results of the analysis with the formation of the physical conditioning 		
2.5. Course content broken down in detail by the course schedule	Lectures and practical classes <ol style="list-style-type: none"> 1. Kinesiological analysis (basics of structural, biomechanical and anatomical analysis) (2L +1PC) 2. Kinesiological analysis (basics of physiological, energy and information analysis) (2L +1PC) 		



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	3. Kinesiological analysis of the content used to develop and maintain power (2L +1PC) 4. Kinesiological analysis of the content used to develop and maintain strength (2L +1PC) 5. Kinesiological analysis of the content used to develop and maintain aerobic endurance (2L +1PC) 6. Kinesiological analysis of the content used to develop and maintain anaerobic endurance (2L +1PC) 7. Kinesiological analysis of the content used to develop and maintain speed (2L +1PC) 8. Kinesiological analysis of the content used to develop and maintain agility (2L +1PC) 9. Kinesiological analysis of the content used to develop and maintain coordination (2L +1PC) 10. Kinesiological analysis of the content used to develop and maintain flexibility (2L +1PC) 11. Kinesiological analysis of the content used to develop and maintain voluminosity and body mass (2L +1PC) 12. Kinesiological analysis of the content used to reduce subcutaneous fat (2L +1PC) 13. Kinesiological analysis of sport in the function of designing physical conditioning (2L +1PC) 14. Anthropological analysis of sport in the function of designing physical conditioning (2L +1PC) 15. Analysis of training history in the function of designing physical conditioning (2L +1PC)				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input checked="" type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam	5	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 11% Term paper 33% Oral exam 56%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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Sveučilište u Zagrebu

	4. Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima (Physical Conditioning Exercises with Weights). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	NO
	5. Dijagnostika treniranosti sportaša (Athlete Training Effects Diagnostics) (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa. Kineziološki fakultet Sveučilišta u Zagrebu.	10	YES
	6. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji (Fundamentals of Transformation Procedures in Kinesiology). Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).	10	YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 5. Reilly, T. (2003). Science and Soccer. London: Spon Press 6. Jukić, I. (ur.)(2003-2011). Kondicijski trening (Physical conditioning). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske.		
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	2nd
1.2. Course title	DIAGNOSTICS OF PHYSICAL CONDITION FITNESS	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Karlo Reinholz, Mag. cin. Zvonimir Galovac, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	75 (38L +37PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire knowledge about the basic diagnostic procedures for the assessment of motor and functional abilities and morphological characteristics in the function of creating physical conditioning.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to: <ul style="list-style-type: none"> Select and implement measurement procedures to assess the strength and conditioning parameters of athletes Interpret and apply the results obtained by measuring procedures in the methodological and programmatic design of physical conditioning 		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> Select and implement measurement procedures for assessing motor skills Select and implement measurement procedures to evaluate functional abilities Select and implement measurement procedures to evaluate morphological characteristics Compare the obtained results with the model values Apply the obtained results in designing the training plan and programme 		
2.5. Course content broken down in detail by the course schedule	Lectures and practical classes <ol style="list-style-type: none"> Basics of diagnostics in kinesiology (2L +2PC) Criteria for selecting the test procedures in kinesiological diagnostics (2L+2PC) 		



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	<ol style="list-style-type: none">3. Diagnostic procedures for the assessment of health status (2L +2PC)4. Diagnostic procedures for the evaluation of kinanthropometric measures (2L +2PC)5. Analysis and comparison of results of kinanthropometric measurements for different groups of entities (2L +2PC)6. Diagnostic procedures for analyzing the level of motor skills training effect - coordination and agility (2L +2PC)7. Diagnostic procedures for analyzing the level of motor skills training effect - explosive power (2L +2PC)8. Diagnostic procedures for analyzing the level of motor skills training effect - flexibility, balance, precision, power and strength (2L +2PC)9. Input, processing and interpretation of motor skills test results (2L +2PC)10. Diagnostic procedures for analyzing mobility and stability levels (FMS and SFMA) (2L +2PC)11. Comparison of diagnostic procedures for the assessment of aerobic and anaerobic energy capacity - laboratory and field testing (2L +2PC)12. Diagnostic Procedures for the assessment of aerobic energy capacity levels - laboratory spiroergometric test KF1 (2L +2PC)13. Diagnostic procedures for the assessment of aerobic energy capacity levels - laboratory spiroergometric test on BT20W cycle ergometer and VT25W rowing ergometer (2L +2PC)14. Input, processing and interpretation of results obtained by performing the spiroergometric tests - V-slope method of detecting anaerobic threshold (2L +2PC)15. Diagnostic procedures for the assessment of aerobic energy capacity levels - progressive field test to sound signal (Beep test) (2L +2PC)16. Diagnostic procedures for the assessment of aerobic energy capacity levels - progressive field test at a stadium (2L +2PC)17. Input, processing and interpretation of field test results - FS deflection point method for anaerobic threshold determination (2L +2PC)18. Diagnostic procedures for the assessment of the level of aerobic energy capacity - progressive field test - lactate test 7x800m (2L +2PC))19. Input, processing and interpretation of field test results - D-max and 4mmol / m methods for determining the anaerobic threshold (2L +2PC)20. Diagnostic procedures for anaerobic energy capacity assessment - T300m (T300Y) and T8x40m (T6x35m) (2L +2PC)21. Diagnostic procedures for anaerobic energy capacity assessment - Ttlim, 120step, Wingate (2L +2PC)22. Input, processing and interpretation of field test results - T300, 8x40m, Ttlim, 120step, Wingate (2L +2PC)
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<p>23. Diagnostic procedures for the assessment of specific physical condition fitness - specific tests by sports (2L +2PC)</p> <p>24. Input, processing and interpretation of results obtained through testing (2L +2PC)</p> <p>25. Comparison of test results and model values (2L +2PC)</p> <p>26. Acute physical condition fitness control (2L +2PC)</p> <p>27. Long-term physical condition fitness control (2L +2PC)</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork	independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam	5	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 11% Term paper 33% Oral exam 56%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Jukić, I., Marković, G. (2003). Kondicijske vježbe s utezima (Physical Conditioning Exercises with Weights). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	NO
	Dijagnostika treniranosti sportaša (Athlete Training Effects Diagnostics) (1997). Zbornik radova Međunarodnog znanstveno-stručnog skupa. Kineziološki fakultet Sveučilišta u Zagrebu.			10	YES



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	Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji (Fundamentals of Transformation Procedures in Kinesiology). Sveučilište u Splitu, Fakultet prirodoslovno-matematičkih znanosti i kineziologije (sveučilišni udžbenik).	10	YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Jukić, I. i sur. (ur.) Zbornici radova Međunarodnog znanstveno-stručnog skupa: Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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 (Physical conditioning). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu i Udruga kondicijskih trenera Hrvatske. 		
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey		



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić, Asst. Prof. Luka Milanović	1.6. Year of study	1st
1.2. Course title	METHODOLOGY OF PHYSICAL CONDITIONING I	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Senior Lecturer Cvita Gregov, Ph.D., Daniel Bok, Ph.D., Asim Bradić, Ph.D., Senior Lecturer, Sanja Šalaj, Ivan Krakan, prof., Marin Dadić, prof., Luka Svilar, prof., Vedran Naglič, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (15L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge on the structuring of methodological procedures for the development of stability and mobility and the improvement of the health status of athletes.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to:		



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	- Establish methodological procedures for the development and maintenance of stability and mobility of athletes.				
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Select and apply appropriate content, methods and resistance to develop and maintain athlete mobility - Select and apply appropriate content, methods and resistance to develop and maintain athlete stability				
2.5. Course content broken down in detail by the course schedule	Lectures and practical classes 1. Methodological procedures for developing and maintaining foot stability (2L +2PC) 2. Methodological procedures for developing and maintaining ankle mobility (2L +2PC) 3. Methodological procedures for development and maintenance of knee stability (3L +3PC) 4. Methodological procedures for developing and maintaining hip mobility (4L +4PC) 5. Methodological procedures for developing and maintaining core stability (2L +2PC) 6. Methodological procedures for developing and maintaining shoulder blade stability and shoulder mobility (2L +2PC)				
2.6. Types of teaching:	X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork	independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.2	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams	1.2	Term paper		(other)
			Oral exam	0.6	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 12%				



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	Preliminary exams 63%		
	Oral exam 25%		
	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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 (Physical Conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.	30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima (Physical Conditioning Exercises with Weights). Zagreb: Kineziološki fakultet	20	YES
2.12. Supplementary literature (at the time of application of the 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 (Physical Conditioning of Athletes), 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 (Complete Training for Young Winners), 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 provide the acquisition of output competences	Anonymous student survey.		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić, Asst. Prof. Luka Milanović	1.6. Year of study	2nd
1.2. Course title	METHODOLOGY OF PHYSICAL CONDITIONING II	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Senior Lecturer Cvita Gregov, Ph.D., Daniel Bok, Ph.D., Asim Bradić, Ph.D., Senior Lecturer, Sanja Šalaj, Ivan Krakan, prof., Marin Dadić, prof., Luka Svilar, prof., Vedran Naglič, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (15L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire knowledge about the structuring of methodological procedures for the development of motor skills, morphological characteristics and improvement of the health status of athletes.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to: - Develop methodological procedures for the development and maintenance of strength and conditioning parameters of athletes.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Select and apply appropriate content, methods and resistance to develop and maintain motor skills in athletes - Select and apply appropriate content, methods and resistance to develop and maintain morphological characteristics in athletes		
2.5. Course content broken down in detail by the course schedule	Lectures and practical classes 1. Methodological procedures for the development and maintenance of strength (2L+2PC) 2. Methodological procedures for learning and perfecting squat techniques (2L +2PC) 3. Methodological procedures for learning and perfecting the deadlift (2L +2PC) technique 4. Methodological procedures for learning and perfecting the technique for press exercises (2L +2PC)		



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	5. Methodological procedures for learning and perfecting the technique of rows (2L +2PC) 6. Methodological procedures for the development and maintenance of maximum speed (1L +1PC) 7. Methodological procedures for the development and maintenance of single motion speed (1L +1PC) 8. Methodological procedures for the development and maintenance of the reaction time (1L +1PC) 9. Methodological procedures for the development and maintenance of agility (2L+2PC)				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork	independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams	1.5	Term paper		(other)
			Oral exam	0.5	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 12% Preliminary exams 63% Oral exam 25%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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 (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.			30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima (Physical Conditioning Exercises with Weights). Zagreb: Kineziološki fakultet			20	YES



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2.12. Supplementary literature (at the time of application of the 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 (Physical Conditioning of Athletes), 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 (Complete Training for Young Winners), 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 provide the acquisition of output competences	Anonymous student survey.



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	2nd
1.2. Course title	METHODOLOGY OF PHYSICAL CONDITIONING III	1.7. Credit points (ECTS)	6
1.3. Associate teachers	Karlo Reinholz, Mag. cin. Zvonimir Galovac, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L +30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire knowledge about the structuring of methodological procedures for the development of motor skills and functional abilities, morphological characteristics and improvement of the health status of athletes.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to: - Develop methodological procedures for the development and maintenance of strength and conditioning parameters of athletes through the use of light athletic technology.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Select and apply appropriate content, methods and resistance to develop and maintain motor skills in athletes - Select and apply appropriate content, methods and resistance to develop and maintain functional abilities in athletes - Select and apply appropriate content, methods and resistance to develop and maintain morphological characteristics in athletes - Select and apply appropriate content, methods and resistance to develop and maintain the health status of athletes 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. Methodological procedures for developing and maintaining the strength of the gastrocnemius muscle and the foot (2L +2PC) 2. Methodological procedures for developing and maintaining the running technique (2L +2PC) 3. Methodological procedures for the development and maintenance of starting and start acceleration techniques (2L +2PC) 4. Methodological procedures for running uphill and downhill (2L +2PC) 5. Methodological procedures for the development and maintenance of ability and energy capacities on stairs (2L +2PC) 6. Methodological procedures for developing and maintaining abilities using jump rope (2L +2PC) 7. Methodological procedures for developing and maintaining capabilities using elastic aids (2L +2PC) 8. Methodological procedures for the development and maintenance of the ability using hurdles (2L +2PC) 9. Methodological procedures for developing and maintaining capabilities with the help of medicine balls (2L +4PC) 10. Methodological procedures for the development and maintenance of aerobic endurance (4L +4PC) 11. Methodological procedures for the development and maintenance of anaerobic lactate endurance (4L +4PC) 12. Methodological procedures for the development and maintenance of anaerobic alactic endurance (4L +4PC) 		
<p>2.6. Types of teaching:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p>independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams	2	Term paper	1	(other)
			Oral exam	2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 16% Preliminary exams 32% Term paper 16 Oral exam 32%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Milanović, D., Jukić, I. (ur.) (2003-2015). Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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.) (2003-2015). Kondicijski trening (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.			30	YES



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2.12. Supplementary literature (at the time of application of the 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 (Physical Conditioning of Athletes), 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 (Complete Training for Young Winners), Gopal, Zagreb.4. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA.		
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić, Asst. Prof., Luka Milanović	1.6. Year of study	3rd
1.2. Course title	METHODOLOGY OF PHYSICAL CONDITIONING IV	1.7. Credit points (ECTS)	6
1.3. Associate teachers	Senior Lecturer Cvita Gregov, Ph.D., Daniel Bok, Ph.D., Ivan Krakan, Mag. cin., Luka Svilar, Mag. cin., Marin Dadić, Mag. cin., Ivan Knez, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L +30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	<p>The objectives of the course are to enable students to:</p> <ul style="list-style-type: none"> - acquire motor skills knowledge of the contents used to develop explosive power - acquire knowledge about the creation of methodological procedures for the development of explosive power and preservation and improvement of the health status of athletes. 		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3rd Learning outcomes at the programme level for which the course contributes</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop methodological procedures for the development and maintenance of explosive power of athletes and the preservation of their health status. 		
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Select and apply appropriate content, methods and resistance to develop and maintain the explosive power of athletes and preserve their health status. 		
<p>2.5th Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. Technique and methodology of specific flexibility exercises as a prerequisite for Olympic weightlifting (2L + 2PC) 2. Technique and methodology of specific exercises of balance, stability and strength without external resistance as a prerequisite for the execution of Olympic weightlifting (2L + 2PC) 3. Technique and methodology of applying specific strength exercises with weights as a prerequisite for the execution of Olympic weightlifting (2L + 2PC) 4. Snatch technique and methodology (8L + 8PC) 5. The clean technique and methodology (6L + 6PC) 6. The jerk technique and methodology (4L + 4PC) 7. Technique and methodology of unilateral variations of the snatch, clean and jerk (4L + 4PC) 8. Plyometric Training Methodology (2L + 2PC) 		
<p>2.6th Types of teaching:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>
<p>2.8th Student responsibilities</p>	<p>Regular attendance, active participation in the classes, writing the seminars and taking the exam.</p>		



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2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams	2	Term paper		(other)	
			Oral exam	2	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Preliminary exams 33.3% Written exam 33.3% Oral exam 33.3%					
2.11th Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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 (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Kineziološki fakultet, Zagreb.				30	YES
	3. Jukić, I., Marković, G. (2005). Kondicijske vježbe s utezima (Physical Conditioning Exercises with Weights). Zagreb: Kineziološki fakultet				20	YES
2.12th Supplementary literature (at the time of application of the study programme proposal)	1. Everett, G. (2012). Olympic Weightlifting. Catalyst Athletics. 2. Beachle, T.R. i R.W. Earle (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, Ill: Human Kinetics. 3. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske.					



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	<ol style="list-style-type: none">4. Bompa, T. (2005). Cjelokupan trening za mlade pobjednike (Complete Training for Young Winners), Gopal, Zagreb.5. Boyle, M. (2010). Advances in Functional Training: Training Techniques for Coaches, Personal Trainers and Athletes. On Target Publications, USA.6. Cook, G. (2010). Movement: Functional Movement Systems: Screening, Assessment, Corrective Strategies. E. Grayson Cook, USA.
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	3rd
1.2. Course title	PLANNING AND PROGRAMMING OF PHYSICAL CONDITIONING I	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Full Professor Dragan Milanović, Cvita Gregov, Ph.D., Luka Milanović, Ph.D., Daniel Bok, Ph.D., Sanja Šalaj, Ph.D., Vlatko Vučetić, Ph.D., Senior Lecturer, Vlatka Wertheimer, Vedran Naglič, prof., Luka Svilar, Mag. cin., Marin Dadić, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (15L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the planning and programming of physical conditioning in the various training cycle structures of physical conditioning.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to:		



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	<ul style="list-style-type: none"> Design plans and periodisation of physical conditioning for different sports activities in different training cycle structures of physical conditioning 				
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Develop physical conditioning plans for various sports activities for long-term periods (career and double Olympic cycle) Develop physical conditioning plans for various sports activities in the medium-term period (Olympic cycle and two-year cycle) Develop physical conditioning plans for various sports activities in the short-term period (annual training cycle) Integrate physical conditioning into the global system of sport preparation in different cycle structures 				
2.5. Course content broken down in detail by the course schedule	<p>Lectures and practical classes 30 (15L +15PC)</p> <ol style="list-style-type: none"> Basics of physical conditioning training of athletes (2L +2PC) Periodisation of physical conditioning of athletes (4L +2PC) Basics of programming of physical conditioning of athletes (3L +2PC) Long-term planning and programming of physical conditioning of athletes (2L +2PC) Medium-term planning and programming of physical conditioning of athletes (2L +2PC) Short-term planning and programming of physical conditioning of athletes (2L +2PC) 				
2.6. Types of teaching:	X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork		independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each)	Attendance		Written exam	1	Project
	Experimental work		Research		Practical work



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activity so that the total number of ECTS credits corresponds to the credit value of the course):	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Written exam 70%					
	Term paper 30%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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 (Physical conditioning). 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.				2	YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 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 (Complete Training for Young Winners). Zagreb: Gopal. 3. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics. 4. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 					



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2.13. Quality assurance methods that provide the acquisition of output competences	5. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics Anonymous student survey.
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	3rd
1.2. Course title	PLANNING AND PROGRAMMING OF PHYSICAL CONDITIONING II	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Full Professor Dragan Milanović, Cvita Gregov, Ph.D., Luka Milanović, Ph.D., Daniel Bok, Ph.D., Sanja Šalaj, Ph.D., Vlatko Vučetić, Ph.D., Senior Lecturer, Vlatka Wertheimer, Vedran Naglič, prof., Luka Svilar, Mag. cin., Marin Dadić, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	75 (38L +37PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the planning and programming of physical conditioning in the various cyclic structures of physical conditioning.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Design programmes of physical conditioning for different sports activities in different training cycle structures
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop plans and programmes of physical conditioning for various sports activities in the short-term period (annual training cycle) • Develop plans and programmes of physical conditioning at the microcycle and individual training level in various sports activities • Integrate recovery methods and supplemental physical conditioning factors into training programmes at all cycle levels • Integrate physical conditioning into the global system of sport preparation in different cycle structures
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes 75 (38L +37PC)</p> <ol style="list-style-type: none"> 1. Programming of the microcycle of physical conditioning (2L +1PC) 2. Programming of the individual physical conditioning training (2L +2PC) 3. Features of physical conditioning programming of athletes in different sports disciplines (2L +2PC) 4. Integral design of sports preparation (2L +2PC) 5. Training programming for the development and maintenance of strength and power (2L +2PC) 6. Training programming for the development and maintenance of agility (2L +2PC) 7. Training programming for the development and maintenance of speed (2L +2PC) 8. Training programming for the development and maintenance of flexibility (2L +2PC) 9. Training programming for the development and maintenance of coordination (2L +2PC) 10. Training programming for the development and maintenance of aerobic endurance (2L +2PC) 11. Training programming for the development and maintenance of anaerobic endurance (2L +2PC) 12. Training programming for the development and maintenance of active muscle mass (2L +2PC) 13. Training programming for the optimization of subcutaneous fat (2L +2PC) 14. Tapering in sports (2L +2PC) 15. Programming of the recovery methods in physical conditioning of athletes (2L +2PC)



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	16. Implementation of supplemental factors of physical conditioning of athletes in different cycle structures (2L +2PC) 17. Programming of the training in the function of injury prevention of athletes (2L +2PC) 18. Specific features of physical conditioning programming in sports games (2L +2PC) 19. Specific features of physical conditioning programming in martial arts (2L+2PC)				
2.6. Types of teaching:	X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork	independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam	4	Project
	Experimental work		Research	1	Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Written exam 50% Oral exam 30% Term paper 20%				



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Sveučilište u Zagrebu

	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). 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 (Physical conditioning). 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.	2	YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 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 (Complete Training for Young Winners). Zagreb: Gopal. 3. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics. 4. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 5. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics 		
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.		



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN PHYSICAL CONDITIONING OF ATHLETES I	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	30
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty • Participate in the methodological design of training in order to develop basic and specific abilities and traits • Participate in the methodological design of training work in order to acquire motor skills 		



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2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) Helping and assisting in the process of sports preparation of children and young athletes (10PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	Project	
	Experimental work		Research	Practical work	x
	Essay		Report	(other)	
	Preliminary exams		Term paper	(other)	
			Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN PHYSICAL CONDITIONING OF ATHLETES II	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • Practically diagnose the anthropological status of (recreational) athletes within their specialty • Methodically design the training process in the field • Practically carry out a training process with different age categories 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> • Assisting in a training carried out by specialist coaches (15PC) • Participation in the practical implementation of parts of the training process (15PC) 		



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	<ul style="list-style-type: none"> Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Igor Jukić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN PHYSICAL CONDITIONING OF ATHLETES III	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	50
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> • Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators • Methodically design more complex training processes and implement them in practical conditions • Plan and program a specific training process in different time cycles 		



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	<ul style="list-style-type: none"> Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 				
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work plan and programme (10PC) Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) Independent implementation of the training process with the supervision of a mentor (20PC) Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) Organizing and conducting professional meetings with athletes and their parents (5PC) Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				



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2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.		



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Study major – PHYSICAL RECREATION



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Mirna Andrijašević	1.6. Year of study	1st
1.2. Course title	PHYSICAL RECREATION I	1.7. Credit points (ECTS)	2
1.3. Associate teachers	Asst. Prof. Drena Trkulja-Petković Asst. Prof. Danijel Jurakić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (15L + 15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	40
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of this course is to familiarize students with the general issues related to the possibilities of protecting and improving the health of different populations through physical recreation programmes. In addition to being acquainted with the basic principles of application, they will be instructed in the ways and possibilities of designing physical recreation programmes with the purpose of humanizing life and the quality of leisure time. Students will be able to determine the basic criteria for applying different types of physical recreation programmes for different needs (citizens, tourists).		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Knowledge of the basic principles of working in physical recreation in different conditions and for different needs with the purpose and aim of preserving the improvement of health of the participants.</p> <p>Working in a team with experts from other fields.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> - explain the impact of sports and recreational programmes in the protection and promotion of health; - integrate basic knowledge of kinesiology and put it into practice; - apply the methods respecting the principles of physical recreation for different needs (tourism, leisure); - analyze and identify the criteria for implementing the programme in practice; - work with partners from different disciplines with the goal of implementing recreational programmes
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. General terms and division of physical recreation by area, interdisciplinarity and positioning of physical recreation in relation to kinesiology (2L +2PC) 2. Definitions and division of recreation, physical recreation, kinesiological recreation (2L +2PC) 3. Principles of physical recreation (2L +2PC) 4. The goals and functions of physical recreation (2L +2PC) 5. Programmes and content of physical recreation and their division by type and purpose (2L +2PC) 6. Physical recreation in the function of improving work and professional abilities (2L +2PC)



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	<p>7. Features of work, fatigue, rest and recovery (exercise models for the needs of employees) (2L +2PC)</p> <p>8. Systematization of physical recreation in free time, by participant structure, location, time, method of implementation and goals (1L +1PC)</p> <p>The contents of the exercises supplement the contents of the lectures.</p>				
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in classes</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>
			<p>Oral exam</p>		<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance – 50%</p> <p>Written exam – 50%</p>				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Andrijašević, M. (2010). Kineziološka rekreacija (Kinesiological Recreation). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Andrijašević, M. i D. Jurakić (ur), (2010). Kineziološki sadržaji i društveni život mladih (Kinesiological Contents and Social Life of Young People). Zagreb: Kineziološki fakultet.	10	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Andrijašević, M., Jurakić, D (ur) (2011). Sportska rekreacija u funkciji unapređenja zdravlja (Physical Recreation in the Function of Health Promotion). Zagreb: Kineziološki fakultet. 2. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije (Leisure Management through Sports and Recreation). Zagreb: Kineziološki fakultet. 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., Bartoluci, M., Cetinski, V., Čepelak, R., Fox, J., Ivanišević, G., Jadrešić, V., Keros, P., Peršić, M., Ravkin, R. (1999). Animacija u hotelijersko-turističkoj ponudi (Animation in Hotel and Tourist Offer). Opatija: Hrvatska udruga hotelijera i restoratera, Vološćansko grafičko poduzeće. 		
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Mirna Andrijašević	1.6. Year of study	1st
1.2. Course title	PHYSICAL RECREATION II	1.7. Credit points (ECTS)	8
1.3. Associate teachers	Asst. Prof. Drena Trkulja-Petković Asst. Prof. Danijel Jurakić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	40
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	/
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of this course is to introduce students to specific knowledge related to the creation and implementation of general and specific physical recreation programmes. Students will be able to determine the basic criteria for applying different types of physical recreation programmes for different needs and different conditions. Students will gain knowledge of the sequence of procedures and key components for the application and implementation of particular physical recreation programmes.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Knowledge of the basic principles of working in physical recreation in different conditions and for different needs with the purpose and aim of preserving the improvement of health of the participants.		



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	Working in a team with experts from other fields.
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will be able to:</p> <ul style="list-style-type: none"> - educate programme participants on the effects that physical recreation has to one's health; - integrate basic knowledge of kinesiology and put it into practice; - apply the methods respecting the principles of physical recreation for different needs (tourism, leisure); - analyze and identify the criteria for implementing the programme in practice; - monitor the dynamics of changes in the profession and adapt to the market; - work in a team in the process of formulating plans and programmes; - use modern technology in practice.
2.5. Course content broken down in detail by the course schedule	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. Planning and programming of physical recreation according to goals (2L +1PC) 2. Change of anthropological characteristics due to aging and adaptation of appropriate sports and recreational treatments (2L +1PC) 3. Preventive physical recreation programmes (2L +1PC) 4. Physical recreation in tourism (conditions in Croatia and the world, role and functions of physical recreation, models of application) (2L +1PC) 5. Health prevention programmes of physical recreation in tourism (medically programmed active vacations) (2L +1PC)



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	<p>6. Contemporary - current selective programmes in tourism (medicinal, climate, wellness, spa, team building, outdoors, etc.) (2L +1PC)</p> <p>7. Socio-economic conditionality of kinesiological recreation; management and management structures and opportunities for the development of kinesiological recreation in the Republic of Croatia (2L +1PC)</p> <p>8. Negative effects of modern lifestyle (morbogenic factors) (2L +1PC)</p> <p>9. Hypokinesia (definition, evolutionary overview, current state analysis, possible solutions to the problem) (2L +1PC)</p> <p>10. Stress (definition of the concept, most common stressors, stress and physical activity, prevention, stress management) (2L +1PC)</p> <p>11. Being overweight (causes, consequences, significance and possibilities of physical activity/physical recreation in the prevention, alleviation and/or elimination of difficulties) (2L +2PC)</p> <p>12. Transitive forms of activity in physical recreation (definition, structure, features) (2L +1PC)</p> <p>13. The role and importance of sports and recreational programmes in nature (3L +1PC)</p> <p>14. Complementary physical recreation programmes (3L +1PC)</p> <p>The contents of the exercises supplement the contents of the lectures.</p>	
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>
		<p>2.7. Comments:</p>



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.8. Student responsibilities	regular attendance, active participation in classes				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	2	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance – 25% Written exam - 35% Oral exam – 40%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Andrijašević, M. (2010). Kineziološka rekreacija (Kinesiological Recreation). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			10	
	Andrijašević, M. i D. Jurakić (ur), (2010). Kineziološki sadržaji i društveni život mladih (Kinesiological Contents and Social Life of Young People). Zagreb: Kineziološki fakultet.			10	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> Andrijašević, M., Jurakić, D (ur) (2011). Sportska rekreacija u funkciji unapređenja zdravlja (Physical Recreation in the Function of Health Promotion). Zagreb: Kineziološki fakultet. Andrijašević, M. (ur.) (2009). Upravljanje slobodnim vremenom sadržajima sporta i rekreacije (Leisure Management through Sports and Recreation). Zagreb: Kineziološki fakultet. Corbin, B. C., Lindsey, R., Welk, I. G., Corbin, R. W. (2002). Concepts of Fitness and Wellness. New York, USA: Mc Graw Hill Companies. 				



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	<p>4. 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 (Animation in Hotel and Tourist Offer). Opatija: Hrvatska udruga hotelijera i restoratera, Vološćansko grafičko poduzeće.</p>
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Anonymous student survey.</p>



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Mirna Andrijašević	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN PHYSICAL RECREATION I	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	40
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
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Sveučilište u Zagrebu

2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Mirna Andrijašević	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN PHYSICAL RECREATION II	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	40
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) 		



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Sveučilište u Zagrebu

	- Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops				
	<input checked="" type="checkbox"/> practical classes	<input type="checkbox"/> laboratory classes			
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Mirna Andrijašević	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN PHYSICAL RECREATION III	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	40
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles		



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	- Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness				
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks			
	x practical classes	<input type="checkbox"/> laboratory classes			
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				



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2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Mirna Andrijašević	1.6. Year of study	3rd
1.2. Course title	PHYSICAL RECREATION PROGRAMMES IN STRESS PREVENTION	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof. Drena Trkulja Petković Asst. Prof. Sanja Ćurković	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	40
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	0
2. COURSE DESCRIPTION			
2.1. Course objectives	To enable students to understand the organization and functioning of sports and recreational programmes for the purpose of stress prevention in persons of different ages, statuses and needs. Acquiring theoretical and methodological knowledge related to the design of specific physical recreation programmes for the prevention of stress		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	To acquire knowledge about the characteristics of particular types of stressors and their effects on the human body Explain specific physical recreation programmes and their effect on stress prevention Apply knowledge in creating physical recreation plans and programmes for the prevention of stress		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	In shaping the outcomes, students will be able to define: <ol style="list-style-type: none"> 1. Specificities of particular types of stressors 2. Differences in designing physical recreation programmes by stress type 3. Opportunities for the influence of sports and recreational programmes in stress prevention 4. Types of sports and recreational activities and their function in stress prevention 		



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	5. Basic principles of planning and programming of sports and recreational activities and exercises with regard to the prevention of different types of stress				
2.5. Course content broken down in detail by the course schedule	Lectures and seminars 1. Basic knowledge of sports and recreational programmes by type; definition; subject of study (4Lx2S) 2. Defining stress and stress management opportunities through sports and recreational programmes (5Lx3S) 3. Stress related categories of people (4Lx2S) 4. Prevention of illnesses caused by stress (4Lx2S) 5. Psychosomatics and the possible effect of physical recreation on raising the level of resistance to stress (4Lx2S) 6. Auxiliary methods (alternative methods) in stress prevention (4Lx2S) 7. Possibility of applying antistress programmes in services: tourism, wellness, fitness, schools (4Lx2S)				
2.6. Types of teaching:	X lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	2	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Oral exam 100%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Winnick, J.P. (2005). Adapted Physical Education and Sport. Human Kinetics			0	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none">1. Andrijašević, M. (2010). Kineziološka rekreacija (Kinesiological Recreation). Sveučilišni udžbenik, Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.2. Andrijašević (ur.), Zbornik radova: Kineziološka rekreacija i kvaliteta života, Zagreb, 2008 (str. 15-24). Zagreb: Kineziološki fakultet.3. Trošt Bobić, T., Ciliga, D., Petrinović Zekan, L. (2009). Radiogoniometrija kao rekreacijska aktivnost za slijepo osobe (Radio Direction Finding as a Recreational Activity for the Blind). U: M. Andrijašević (ur.), Zbornik radova međunarodne znanstveno-stručne konferencije „Upravljanje slobodnim vremenom sadržajima sporta i sportske rekreacije“, Zagreb, 2009. (str. 345-351). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.4. Pepelnjak, S. i Šegvić Klarić M. (2009). Aromaterapija – hrvatski brand (Aromatherapy - Croatian brand), u knjizi Ivanišević G.(ur.): Prirodna lječilišta – hrvatski brand. Zagreb: Akademija medicinskih znanosti Hrvatske. Str. 38-46.5. Servan-Schreiber, D., (2006). Ozdravljenje. Liječenje stresa, anksioznosti i depresije bez lijekova i psihoterapije (Healing. Treatment of Stress, Anxiety and Depression without Medication and Psychotherapy), Planetotopija, Biblioteka Makronova, Zagreb.6. Škarica, J. (2009) Kreativna sreća (Creative happiness),7. http://www.rff.org/files/sharepoint/WorkImages/Download/RFF-DP-09-21.pdf Godbey, G. (2009). Recreation, Health, and Wellness: Understanding and Enhancing the Relationship (25.04.2016).
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
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Sveučilište u Zagrebu

Study major – FITNESS



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asim Bradić, Asim Bradić, Ph.D., Senior Lecturer	1.6. Year of study	1st
1.2. Course title	TRAINING METHODOLOGY IN FITNESS I	1.7. Credit points (ECTS)	4
1.3. Associate teachers	Asim Bradić, Josipa Bradić, Ph.D. Saša Vuk, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	40 (20L +20PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Specialist course	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	Introduce the basic division of content (exercises) and methods of work in the field of resistance training. Learning and improving basic and advanced techniques for performing resistance exercises; Learning and improving the methodological procedures of teaching and practicing resistance training; Learning basic safety principles in resistance training; learning and improving basic and derived organizational forms of work in resistance training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	<ul style="list-style-type: none"> ▪ Independent critical thinking and solving of practical kinesiological problems; ▪ Ability to teach people of different ages, sexes, physical activity levels and skills about general motor skills; ▪ Ability to plan, program and carry out transformation processes in the fields of applied kinesiology; ▪ Ability to promote physical exercise in order to promote and maintain the health of persons of different age, sexes and levels of physical activity. 		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing and passing the course, students will:</p> <ul style="list-style-type: none"> ▪ be able to effectively and safely teach healthy individuals of different ages, sexes, and physical activity levels the basic techniques of performing resistance exercises; ▪ be able to choose optimal content and methods of exercising when teaching fitness to healthy persons with the aim of 1) developing/maintaining the musculoskeletal components of fitness (especially strength and power) and 2) generating desirable morphological transformations; 		



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	<ul style="list-style-type: none"> understand and know how to successfully apply the basic principles of safety and assistance in resistance training; understand the specificity of content selection and methods of work in resistance training with regard to physical posture and body structure of healthy persons. 					
2.5. Course content broken down in detail by the course schedule	Theoretical lectures and practical classes: <ul style="list-style-type: none"> - Historical overview, definitions and structure of strength and power (1L + 1PC) - Principles and types of strength and power training (3L + 3PC) - Resistance exercises – training equipment (8L + 8PC) - Resistance exercises – barbells (8L + 8PC) 					
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> other			2.7. Comments:	
2.8. Student responsibilities	Regular attendance at classes; active participation in the classes; taking the preliminary exams.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam		Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams	2	Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance and active participation in classes: 25% Preliminary exam: 50% Practical work: 25%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Jukić, I., Marković, G. (2005) Kondicijske vježbe s utezima (Conditioning Exercises with Weights). Kineziološki fakultet, Zagreb.			15	No	
	2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage (Science and Practice in PowerTraining). Datastatus, Beograd.			0	No	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none">1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening (Football – Integral Physical Conditioning). TVZ, Zagreb.2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.
2.13. Quality assurance methods that provide the acquisition of output competences	Regular monitoring of students' activities in lectures, seminars and practical classes, and continuous testing throughout the semester (preliminary exams). At the end of the semester, an evaluation of the course and the course teachers will be carried out. Teacher evaluation will also help improve their work. University student survey.



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asim Bradić, Asim Bradić, Ph.D., Senior Lecturer	1.6. Year of study	1st
1.2. Course title	TRAINING METHODOLOGY IN FITNESS II	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Asim Bradić, Josipa Bradić, Ph.D. Asim Bradić, Saša Vuk, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	80 (40L +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Specialist course	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	Introduce the basic division of content (exercises) and methods of work in the field of resistance training. Learning and improving basic and advanced techniques for performing resistance exercises; Learning and improving the methodological procedures of teaching and practicing resistance training; Learning basic safety principles in resistance training; learning and improving basic and derived organizational forms of work in resistance training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	<ul style="list-style-type: none"> ▪ Independent critical thinking and solving of practical kinesiological problems; ▪ Ability to teach people of different ages, sexes, physical activity levels and skills about general motor skills; ▪ Ability to plan, program and carry out transformation processes in the fields of applied kinesiology; 		



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	<ul style="list-style-type: none"> Ability to promote physical exercise in order to advance and maintain the health of persons of different ages, sexes and levels of physical activity. 				
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing and passing the course, students will:</p> <ul style="list-style-type: none"> be able to effectively and safely teach healthy individuals of different ages, sexes, and physical activity levels the basic and advanced techniques of performing resistance exercises; be able to choose optimal content and methods of exercising when teaching fitness to healthy persons with the aim of 1) developing/maintaining the musculoskeletal components of fitness (especially strength and power) and 2) generating desirable morphological transformations; understand and know how to successfully apply the basic principles of safety and assistance in resistance training; understand the specificity of content selection and methods of work in resistance training with regard to physical posture and body structure of healthy persons. 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Theoretical lectures and practical classes:</p> <ul style="list-style-type: none"> Resistance Exercises – dumbbells (8L + 8PC) Resistance exercises – kettlebell (8L + 8PC) Resistance Exercises – classic weightlifting (6L + 6PC) Resistance Exercises – medicine balls (4L + 4PC) Resistance Exercises – personal body weight (6L + 6PC) Resistance Exercises – elastic resistance (4L + 4PC) Methods and modalities of resistance training (4L + 4PC) 				
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> other	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Regular attendance at classes; active participation in the classes; taking the preliminary exams.</p>				
	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>4</p>	<p>Project</p>



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams	2	Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Attendance and active participation in classes: 10%</p> <p>Preliminary exam: 25%</p> <p>Written exam: 40%</p> <p>Practical work: 25%</p>					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Jukić, I., Marković, G. (2005) Kondicijske vježbe s utezima (Conditioning Exercises with Weights). Kineziološki fakultet, Zagreb.				15	No
	2. Zatsiorsky, V.M., Kraemer, W.J. (2010). Znanost i praksa u treningu snage (Science and Practice in PowerTraining). Datastatus, Beograd.				0	No
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening (Football – Integral Physical Conditioning). TVZ, Zagreb.</p> <p>2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.</p>					
2.13. Quality assurance methods that provide the acquisition of output competences	Regular monitoring of students' activities in lectures, seminars and practical classes, and continuous testing throughout the semester (preliminary exams). At the end of the semester, an evaluation of the course and the					



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	course teachers will be carried out. Teacher evaluation will also help improve their work. University student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Marković	1.6. Year of study	3rd
1.2. Course title	TRAINING METHODOLOGY IN FITNESS III	1.7. Credit points (ECTS)	4
1.3. Associate teachers	Asim Bradić, Josipa Bradić, Ph.D. Asim Bradić, Saša Vuk, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	40 (20L +20PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To present the basic division of the contents and work methods in the field of cardiorespiratory training, flexibility training, and balance and functional joint stability training; Learning and perfecting the basic and advanced techniques of doing exercises on cardio machines and exercises for balance and functional stability of the joints; Learning and perfecting methodological teaching and training procedures in cardiorespiratory training, and balance and functional joint stability training; Learning basic safety principles in cardiorespiratory training, and balance and functional joint stability training; Learning and perfecting basic and derived organizational forms of work in cardiorespiratory training, and balance and functional joint stability training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<ul style="list-style-type: none"> ▪ Independent critical thinking and solving of practical kinesiological problems; ▪ Ability to teach people of different ages, sexes, physical activity levels and skills about general motor skills; ▪ Ability to plan, program and carry out transformation processes in the fields of applied kinesiology; ▪ Ability to promote physical exercise in order to advance and maintain the health of persons of different ages, sexes and levels of physical activity. 	
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing and passing the course, students will:</p> <ul style="list-style-type: none"> ▪ be able to effectively and safely teach healthy people of different ages, sexes and physical activity levels basic and advanced techniques for performing exercises on cardio machines, exercises for stretching, balance and functional joint stability; ▪ be able to choose the optimal contents and methods when teaching fitness exercises to healthy persons with the aim of developing/maintaining the cardiorespiratory and metabolic components of fitness, as well as the regulation of body weight and body composition; ▪ understand and know how to successfully apply the basic safety principles in cardiorespiratory training, flexibility training and balance and functional joint stability training; ▪ understand the specificity of the choice of content and methods of work in cardiorespiratory training, flexibility training and balance and functional stability of the joints training with regard to the posture and built of healthy persons. 	
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. Historical overview, definitions, and structure of cardiorespiratory endurance (4L) 2. Principles and methods of cardiorespiratory training (4L + 4PC) 3. Cardio machines: treadmill (4L + 6PC) 4. Cardio machines: rowing ergometer (4L + 4PC) 5. Cardio machines: exercise bike (4L + 6PC) 	
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> other
<p>2.8. Student responsibilities</p>	<p>Regular attendance at classes; active participation in the classes; taking the preliminary and the final exams.</p>	
		<p>2.7. Comments:</p>



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	1
	Essay		Report		(other)	
	Preliminary exams	1	Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance and active participation in classes: 10%					
	Preliminary exam: 30%					
	Written exam: 30%					
	Practical work: 30%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Šentija, D., Maršić, T., Dizdar, D. (2008). Osnove treninga izdržljivosti i brzine u sportu (Basics of Endurance and Speed Training in Sport). TVZ, Zagreb				10	No
	2. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji (Fundamentals of Transformation Procedures in Kinesiology). Fakultet prirodoslovno-matematičkih znanosti, Split.				15	No
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening (Football – Integral Physical Conditioning). TVZ, Zagreb.</p> <p>2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.</p>					
2.13. Quality assurance methods that provide the acquisition of output competences	Regular monitoring of students' activities in lectures, seminars and practical classes, and continuous testing throughout the semester (preliminary exams). At the end of the semester, an evaluation of the course and the course teachers will be carried out. Teacher evaluation will also help improve their work. University student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Marković	1.6. Year of study	3rd
1.2. Course title	TRAINING METHODOLOGY IN FITNESS IV	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Asim Bradić, Josipa Bradić, Ph.D. Asim Bradić, Saša Vuk, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	80 (40L + 40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	2
2. COURSE DESCRIPTION			
2.1. Course objectives	To present the basic division of the contents and work methods in the field of cardiorespiratory training, flexibility training, and balance and functional joint stability training; Learning and perfecting the basic and advanced techniques of doing exercises on cardio machines and exercises for balance and functional stability of the joints; Learning and perfecting methodological teaching and training procedures in cardiorespiratory training, and balance and functional joint stability training; Learning basic safety principles in cardiorespiratory training, and balance and functional joint stability training; Learning and perfecting basic and derived organizational forms of work in cardiorespiratory training, and balance and functional joint stability training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<ul style="list-style-type: none"> ▪ Independent critical thinking and solving of practical kinesiological problems; ▪ Ability to teach people of different ages, sexes, physical activity levels and skills about general motor skills; ▪ Ability to plan, program and carry out transformation processes in the fields of applied kinesiology; ▪ Ability to promote physical exercise in order to promote and maintain the health of persons of different age, sexes and levels of physical activity. 		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing and passing the course, students will:</p> <ul style="list-style-type: none"> ▪ be able to effectively and safely teach healthy people of different ages, sexes and physical activity levels basic and advanced techniques for performing exercises on cardio machines, exercises for stretching, balance and functional joint stability; ▪ be able to choose the optimal contents and methods when teaching fitness exercises to healthy persons with the aim of developing/maintaining the cardiorespiratory and metabolic components of fitness, as well as the regulation of body weight and body composition; ▪ understand and know how to successfully apply the basic safety principles in cardiorespiratory training, flexibility training and balance and functional joint stability training; ▪ understand the specificity of the choice of content and methods of work in cardiorespiratory training, flexibility training and balance and functional stability of the joints training with regard to the posture and built of healthy persons. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<ol style="list-style-type: none"> 1. Historical overview, definitions and structure of flexibility (2L) 2. Principles and methods of flexibility training (4L) 3. Stretching methods and exercises – dynamic and ballistic (2L + 6PC) 4. Stretching methods and exercises – static (2L + 4PC) 5. Stretching methods and exercises – PNF (2L + 4PC) 6. Historical overview, definitions and structure of balance and functional stability of joints (4L) 7. Principles and methods of balance training and functional joint stability (4L + 4PC) 8. Exercises for balance and functional joint stability – reduction of supporting surface (4L + 4PC) 9. Exercises for balance and functional joint stability – changing the physical characteristics of the exercise surface (4L + 4PC) 10. Exercises for balance and functional joint stability on unstable surfaces (4L + 4PC) 11. Functional joint stability exercises: oscillation movements (4L + 4PC) 12. Resistance training in unstable conditions (4L + 6PC) 		
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks	<p>2.7. Comments:</p>



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> other				
2.8. Student responsibilities	Regular attendance at classes; active participation in the classes; taking the preliminary and the final exams.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	4	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams	3	Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance and active participation in classes: 10% Preliminary exam: 25% Written exam: 40% Practical work: 25%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Šentija, D., Maršić, T., Dizdar, D. (2008). Osnove treninga izdržljivosti i brzine u sportu (Basics of Endurance and Speed Training in Sport). TVZ, Zagreb			10	No	



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	2. Sekulić, D., Metikoš, D. (2007). Osnove transformacijskih postupaka u kineziologiji (Fundamentals of Transformation Procedures in Kinesiology). Fakultet prirodoslovno-matematičkih znanosti, Split.	15	No
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Marković, G., Bradić, A. (2008). Nogomet – integralni kondicijski trening (Football – Integral Physical Conditioning). TVZ, Zagreb. 2. Howley, E., Franks, B.D. (2007). Fitness Professional's Handbook, Champaign, IL., USA.		
2.13. Quality assurance methods that provide the acquisition of output competences	Regular monitoring of students' activities in lectures, seminars and practical classes, and continuous testing throughout the semester (preliminary exams). At the end of the semester, an evaluation of the course and the course teachers will be carried out. Teacher evaluation will also help improve their work. University student survey.		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan-Mandić	1.6. Year of study	1st
1.2. Course title	GROUP FITNESS PROGRAMMES I	1.7. Credit points (ECTS)	4
1.3. Associate teachers	Asst. Prof. Jadranka Vlašić, Ph.D. Ph.D. Vlatka Werheimer, Ph.D., Lecturer Marija Jurina, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	20 (12L + 8PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of basic and more complex movement structures of classical and other types of aerobics and their practical application in recreation, kinesiotherapy and sports.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Ability to independently plan, program and run classes of different types of aerobics for a population of different ages and levels of training.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing and passing the course, students will:		



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	<ul style="list-style-type: none"> - demonstrate proper technique of classical and step aerobics; - effectively and safely teach healthy individuals of different ages, sexes, and physical activity levels different types of aerobics; - understand and successfully apply the contents of aerobics with respect to the goals of the transformation process in fitness; - program a fitness workout program with elements of aerobics - perform aerobics with fitness center participants 					
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Theoretical lectures:</p> <ol style="list-style-type: none"> 1. History and kinesiological structure of aerobics (2L +1PC) 2. Music and choreography in aerobics (2L +1PC) <p>Practical theory lectures and practical classes:</p> <ol style="list-style-type: none"> 1. Classical aerobics step technique (2L +2PC) 2. Step aerobics step technique (2L +1PC) 3. Arm movement technique in aerobics (2L +1PC) 4. Understanding and applying music in aerobics (2L +2PC) 					
<p>2.6. Types of teaching:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0f0ff;"> <td data-bbox="1079 1225 1550 1276"> <p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring X other</p> </td> <td data-bbox="1550 1225 2045 1276"> <p>2.7. Comments:</p> </td> </tr> <tr> <td data-bbox="1079 1276 1550 1409"></td> <td data-bbox="1550 1276 2045 1409"></td> </tr> </table>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring X other</p>	<p>2.7. Comments:</p>		
<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring X other</p>	<p>2.7. Comments:</p>					



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	Regular attendance at classes; active participation in the classes; taking the preliminary and the final exams.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	2
2.10. Assessment and evaluation of students' work during classes and at the final exam	Practical work – 50% Oral exam – 50%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (Contemporary Aerobics) (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.		15	No
	Alter, M. J. (1990). Science of Stretching. Champaign, Illinois: Human Kinetics Books.		2	No
	Cvetković, M. (2009). Aerobik (Aerobics). Univerzitet u Novom Sadu, Fakultet fizičkog vaspitanja.		2	No



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Bergoč, Š., M. Zagorc (2000). «Metode poučevanja v aerobiki» (Teaching Methods in Aerobics). 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 provide the acquisition of output competences	Anonymous student survey.



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan-Mandić	1.6. Year of study	2nd
1.2. Course title	GROUP FITNESS PROGRAMMES II	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Jadranka Vlašić, Ph.D. Ph.D. Vlatka Werheimer, Ph.D., Lecturer Marija Jurina, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	40 (24L +16PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of basic and more complex movement structures of classical and other types of aerobics and their practical application in recreation, kinesiotherapy and sports.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Ability to independently plan, program and run classes of different types of aerobics for a population of different ages and levels of training.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing and passing the course, students will:</p> <ul style="list-style-type: none"> - demonstrate proper technique of classical and step aerobics; - effectively and safely teach healthy individuals of different ages, sexes, and physical activity levels different types of aerobics; - understand and successfully apply the contents of aerobics with respect to the goals of the transformation process in fitness; - program a fitness workout program with elements of aerobics - perform aerobics with fitness center participants 					
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Theoretical lectures:</p> <ol style="list-style-type: none"> 1. Planning and programming of an aerobics class in education, recreation and sport (1L) <p>Practical theory lectures and practical classes:</p> <ol style="list-style-type: none"> 2. Learning the verbal and nonverbal cues for leading the group (1L +2PC) 3. Methods used in teaching choreography in aerobics (1L +2PC) 4. Aerobics programmes with external resistance (1L) 5. Aerobics programmes with props and exercise equipment (1L) 6. Exercises for developing flexibility and relaxation (<i>stretching</i>) (1L) 					
<p>2.6. Types of teaching:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring X other</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>Regular attendance at classes; active participation in the classes; taking the preliminary and the final exams.</p>					
	<p>Attendance</p>		<p>Written exam</p>		<p>Project</p>	



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Research		Practical work	1.5
	Essay		Report		(other)	
	Preliminary exams	1.5	Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Practical work – 50%					
	Oral exam – 50%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (Contemporary Aerobics) (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.				15	No
	Alter, M. J. (1990). Science of Stretching. Champaign, Illinois: Human Kinetics Books.				2	No
	Cvetković, M. (2009). Aerobik (Aerobics). Univerzitet u Novom Sadu, Fakultet fizičkog vaspitanja.				2	No
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Bergoč, Š., M. Zagorc (2000). «Metode poučavanja v aerobiki» (Teaching Methods in Aerobics). Ljubljana: Fakulteta za šport. 2. Howley, E.D., Franks, D. (2008). Fitness Instructors Handbook. Human Kinetics, Champaign, IL., USA.					



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan-Mandić	1.6. Year of study	2nd
1.2. Course title	GROUP FITNESS PROGRAMMES III	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Asim Bradić, Jadranka Vlašić, Ph.D.; Vlatka Wertheimer, Ph.D., Lecturer; Jasna Odak, prof.; Mirela Murko, prof.; Josipa Radaš, prof.; Vanesa Kosalec, prof.; Marija Jurina, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	55 (30L +25PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Mandatory specialist course in the study major Fitness	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of basic and more complex movement structures of exercises for the development of repetitive strength, flexibility of Pilates, yoga and other modern fitness programmes and their practical application in recreation, kinesiotherapy and sports.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Ability to independently plan, program, and run classes of different types of group fitness programmes for populations of different ages and levels of training.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing and passing the course, students will:</p> <ul style="list-style-type: none"> - demonstrate proper technique for different types of group fitness programmes (GFP); - effectively and safely teach healthy individuals of different ages, sexes, and physical activity levels different types of GFP; - effectively and safely teach people of different ages, sexes and physical activity levels different types of GFP; - understand and successfully apply the contents of GFP with respect to the goals of the transformation process in fitness; - program a fitness training class with GFP content;
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Theoretical lectures:</p> <ol style="list-style-type: none"> 1. Kinesiological structure of contemporary group fitness programmes 4L 2. Instructor's role and mode of work in group fitness programme 2L 3. Unrecommended movement structures in aerobics 2L <p>Practical theory lectures and practical classes</p> <ol style="list-style-type: none"> 1. Methodological procedures for changing the leading leg 4L+6PC 2. Position of the instructor in relation to the group 4L+4PC 3. Exercises for the development of flexibility and relaxation 4L+4PC 4. Exercises for the development of repetitive power 4L +4PC 5. Classic Pilates technique 4L+4PC



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		6. Pilates with the use of props 2L+3PC			
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input checked="" type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input checked="" type="checkbox"/> other		2.7. Comments:
2.8. Student responsibilities	Regular attendance at classes; active participation in the classes; taking the preliminary and the final exams.				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams	1	Term paper		(other)
			Oral exam	2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance – 10% Preliminary exam – 20% Practical work – 40% Oral exam – 30%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (Contemporary Aerobics) (1997), ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.	15	No
	Alter, M. J. (1990). Science of Stretching. Champaign, Illinois: Human Kinetics Books.	2	No
	Siler, B.: Pilates tijelo – vodič kroz vježbe za jačanje, izduživanje i oblikovanje tijela kod kuće – bez sprava, (Pilates Body – A Guide to Exercises that Strengthen, Elongate and Shape your body at Home – Without Devices) Zagreb, Biovega, 2003	6	No
	Jagodić-Rukavina, A-M (2006). Body tehnika (Body Technique). Planetopija, Zagreb.	3	No
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> Jagodić Rukavina, A-M.: Metodika individualnog i grupnog rada pilates vježbanja (Methodology of Individual and Group Pilates) (Magistarski rad), Zagreb, 2005. Furjan-Mandić, G. i Kondrič, M. (2005). Nordijsko hodanje - nova aktivnost u fizičkoj pripremi sportaša (Nordic Walking - A New Activity in the Physical Preparation of Athletes). U: Sekulić, Damir (ur.). <i>Međunarodno znanstveno-stručno savjetovanje Sport-rekreacija-fitness, Split, 15. april 2005. Zbornik radova.</i> (str. 165-168). Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja, Zavod za kineziologiju. 		
2.13. Quality assurance methods that provide the acquisition of output competences	Regular monitoring of students' activities in lectures, seminars and practical classes, and continuous testing throughout the semester (preliminary exams). At the end of the semester, an evaluation of the course and the course teachers will be carried out. Teacher evaluation will also help improve their work. University student survey.		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan-Mandić	1.6. Year of study	3rd
1.2. Course title	GROUP FITNESS PROGRAMMES IV	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Asim Bradić, Jadranka Vlašić, Ph.D. ; Josipa Radaš, prof. ; Jasna Odak, prof. mr.sc. Vesna Alikalfić, M.Sc. mr.sc. Ana-Marija Jagodić-Rukavina, M.Sc. Gordana Majerić, prof. Marija Jurina, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	35 (20L +15PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Mandatory specialist course in the study major Fitness	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquisition of basic and more complex movement structures of exercises for the development of repetitive strength, flexibility of Pilates, yoga and other modern fitness programmes and their practical application in recreation, kinesiotherapy and sports.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Ability to independently plan, program, and run classes of different types of group fitness programmes for populations of different ages and levels of training.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing and passing the course, students will: - demonstrate proper technique for different types of group fitness programmes (GFP); - effectively and safely teach healthy individuals of different ages, sexes, and physical activity levels different types of GFP; - effectively and safely teach people of different ages, sexes and physical activity levels different types of GFP;		



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	<ul style="list-style-type: none"> - understand and successfully apply the contents of GFP with respect to the goals of the transformation process in fitness; - program a fitness training class with GFP content; 				
2.5. Course content broken down in detail by the course schedule	<p>Theoretical lectures:</p> <ol style="list-style-type: none"> 1. Impact of Nordic walking on the anthropological status 2L 2. The characteristics and differences of group fitness programmes 2L 3. Types of group fitness programmes for "specific" populations 2L <p>Practical theory lectures and practical classes</p> <ol style="list-style-type: none"> 1. Yoga in fitness 2L+2PC 2. Nordic walking – basic technique 2L+2PC 3. Nordic walking – advanced technique 2L+2PC 4. Exercises for the development of repetitive and explosive power with Nordic walking 2L +2PC 5. Water aerobics 4L +4PC 6. Aerobics for "specific" populations 2L+3PC 				
2.6. Types of teaching:	X lectures <input type="checkbox"/> seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		X independent tasks X multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring X other		2.7. Comments:
2.8. Student responsibilities	Regular attendance at classes; active participation in the classes; taking the preliminary and the final exams.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	1	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance – 10% Preliminary exam – 20% Practical work – 40% Oral exam – 30%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Zbornik radova, 6. Zagrebački sajam sporta - "Suvremena aerobika" (Contemporary Aerobics) (1997)., ur. Metikoš, D., F. Prot, G. Furjan-Mandić, K. Kristić, Zagreb: Fakultet za fizičku kulturu.	10	No
	Alter, M. J. (1990). Science of Stretching. Champaign, Illinois: Human Kinetics Books.	2	No
	Siler, B.: Pilates tijelo – vodič kroz vježbe za jačanje, izduživanje i oblikovanje tijela kod kuće – bez sprava, (Pilates Body – A Guide to Exercises that Strengthen, Elongate and Shape your body at Home – Without Devices) Zagreb, Biovega, 2003	2	No
	Jagodić-Rukavina, A-M (2006). Body tehnika (Body Technique). Planetopija, Zagreb.	3	No
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Jagodić Rukavina, A-M.: Metodika individualnog i grupnog rada pilates vježbanja (Methodology of Individual and Group Pilates) (Magistarski rad), Zagreb, 2005. 2. Furjan-Mandić, G. i Kondrič, M. (2005). Nordijsko hodanje - nova aktivnost u fizičkoj pripremi sportaša (Nordic Walking - A New Activity in the Physical Preparation of Athletes). U: Sekulić, Damir (ur.). <i>Međunarodno znanstveno-stručno savjetovanje Sport-rekreacija-fitness, Split, 15. april 2005. Zbornik radova.</i> (str. 165-168). Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja, Zavod za kineziologiju.		
2.13. Quality assurance methods that provide the acquisition of output competences	Regular monitoring of students' activities in lectures, seminars and practical classes, and continuous testing throughout the semester (preliminary exams). At the end of the semester, an evaluation of the course and the course teachers will be carried out. Teacher evaluation will also help improve their work. University student survey.		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Marković	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN FITNESS I	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Marković	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN FITNESS II	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks	
	<input checked="" type="checkbox"/> practical classes	<input type="checkbox"/> laboratory classes	
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring	



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Marković	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN FITNESS III	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	20
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) - Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<ul style="list-style-type: none"> - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.				



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

Study major - MISCELLANEOUS SPORTS



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Ljubomir Antekolović	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (TRACK AND FIELD)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Full Professor Vesna Babić Full Professor Dragan Milanović Asst. Prof. Dražen Harasin Marijo Baković, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquire practical and theoretical knowledge of methods and content for training high quality and top athletes. To acquire practical and theoretical knowledge for the development of particular functional and motor skills and apply them in the system of sport preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will gain knowledge of the biomechanical principles required to achieve superior competitive results in track and field disciplines. Acquired theoretical and practical knowledge will enable students to choose methodological procedures and training content in a specific track and field discipline and in a combined events training of athletes. After passing the course, students will be able to inspect and use the results of scientific and professional research on the effects of training and teaching methods in track and field. The basic learning outcome is student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in high-level track and field; - use advanced exercises to perfect the technical elements in track and field; - analyze and evaluate the level of motor performance; - determine the existence of motor errors; - choose methodical procedures for correcting motor errors. 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures (45 hours)</p> <ol style="list-style-type: none"> 1. Theoretical basics of learning and teaching track and field (4L) 2. Laws, specific characteristics and methodological procedures in training adult and high-level male and female athletes (6L) 3. The process of teaching in track and field: evaluating motor performance - detecting and correcting motor errors (4L) 4. Biomechanical conditioning of high-level performance in walking and running disciplines (10L) 5. Biomechanical conditioning of high-level performance in throwing disciplines (8L) 6. Biomechanical conditioning of high-level performance in jump disciplines (8L) 7. Specificities and methodological procedures in combined events training (5L) <p>Practical classes (45 hours)</p> <ol style="list-style-type: none"> 1. Classification of teaching methods for the acquisition of motor skills in track and field (2PC) 2. Methodical exercises for teaching the disciplines of walking and running at the advanced level (12PC) 3. Methodical exercises for teaching the disciplines of throwing and the advanced level (10PC) 4. Methodical exercises for teaching the jump disciplines at the advanced level (10PC) 5. The process of teaching in track and field: detecting and correcting motor errors (6PC) 6. Methodical procedures in combined events training (5PC) 				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>1</p>	<p>(other)</p>
			<p>Oral exam</p>	<p>3</p>	<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class activity – 5% Written exam – 25% Term paper – 10%</p>				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	Practical work – 25% Oral exam – 35%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Antekolović, Lj., Baković, M. (2008). Skok u dalj (Long jump). Zagreb: Miš.	9	
	Babić, V. (2010). Atletika hodanja i trčanja (Athletics of Walking and Running). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	15	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Harasin, D. (2003.) Metodički postupci poticanja hipertrofije u kondicijskom treningu sportaša (Methodical Procedures for Promoting Hypertrophy in Physical Conditioning of Athletes). 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 (Physical Conditioning of Throwing Athletes). 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 (Methodology for the Development of the Explosive Power of the Jump). 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 (Power Exercises with Loads for Long Jumpers). 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 provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Ljubomir Antekolović	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (TRACK AND FIELD)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Full Professor Vesna Babić Full Professor Dragan Milanović Asst. Prof. Dražen Harasin Marijo Baković, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquire practical and theoretical knowledge of methods and content for training high quality and top athletes. To acquire practical and theoretical knowledge for the development of particular functional and motor skills and apply them in the system of sport preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge for the development of particular functional and motor skills and become acquainted with the choice of methods and content in the function of recovery in the system of sport preparation of adult and high-level athletes. After passing the course, students will be able to inspect and use the results of scientific and professional research on the effects of training and teaching methods in track and field.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply specific methodological procedures for the development of functional procedures; - apply specific methodological procedures for the development of motor skills; - use insights from scientific and professional research on the effects of training and teaching methods in track and field; - adapt athletic contents for persons with disabilities 		
2.5. Course content broken down in detail by the course schedule	Lectures (45 hours) 1. Specific methodological procedures for the development of functional abilities of high-level athletes (6L)		



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	<ol style="list-style-type: none"> 2. Specific methodological procedures for the development of motor skills of high-level athletes (6L) 3. Specificities and methodical procedures in combined events training (4L) 4. Results of research on the effects of training and teaching methods in track and field (6L) 5. Altitude training – organization, physiological and methodological principles of training in high altitude areas (4L) 6. Recovery Methods in sport preparation of athletes (4L) 7. Track and field for people with disabilities (6L) 8. Use of technical aids in the process of learning athletic movements (6L) <p>Practical classes (45 hours)</p> <ol style="list-style-type: none"> 1. Methodological procedures and contents for the development of aerobic endurance (4PC) 2. Methodological procedures and contents for the development of anaerobic endurance (4PC) 3. Methodological procedures and content for the development of speed (6PC) 4. Methodological procedures and contents for the development of strength (8PC) 5. Methodological procedures and contents for the development of coordination (2PC) 6. Methodical procedures and contents for the development of repetitive power (4PC) 7. Methodological procedures and contents for the development of explosive throwing power (4PC) 8. Methodological procedures and contents for the development of explosive jumping power (4PC) 9. Methodological procedures and contents for the development of speed endurance (3PC) 10. Methodological procedures and contents for the development of balance (2PC) 11. Methodological procedures and contents for the development of flexibility (2PC) 12. Basic, Specific, and Situational Preparation Methods and Exercises in combined track and field events (2PC) 				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of	Attendance	0.5	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)



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<i>ECTS credits corresponds to the credit value of the course):</i>			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 25% Term paper – 10% Practical work – 25% Oral exam – 35%					
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media			
	Antekolović, Lj., Baković, M. (2008). Skok u dalj (Long jump). Zagreb: Miš.	9				
	Babić, V. (2010). Atletika hodanja i trčanja (Athletics of Walking and Running). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	15				
2.12. Supplementary literature (at the time of application of the study programme proposal)	5. Harasin, D. (2003.) Metodički postupci poticanja hipertrofije u kondicijskom treningu sportaša (Methodical Procedures for Promoting Hypertrophy in Physical Conditioning of Athletes). 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. 6. Milanović, D. i Harasin, D. (2003.) Kondicijski trening atletičara bacača (Physical Conditioning of Throwing Athletes). 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. 7. Antekolović, Lj., Žufar, G., Hofman, E. (2003). Metodika razvoja eksplozivne snage tipa skočnosti (Methodology for the Development of the Explosive Power of the Jump). 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. 8. Antekolović, Lj., Baković, M., Ostojić, I., Mudronja, L. (2008). Vježbe snage s teretom za skakače u dalj (Power Exercises with Loads for Long Jumpers). 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 provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Vesna Babić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN TRACK AND FIELD 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.1st Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.2nd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.3rd Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		
2.4th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC) 		



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2.5th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.6th Comments:	
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks		
x practical classes	<input type="checkbox"/> laboratory classes			
<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
<input type="checkbox"/> fieldwork				
2.7th Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.8th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	Written exam	Project	
	Experimental work	Research	Practical work	x
	Essay	Report	(other)	
	Preliminary exams	Term paper	(other)	
		Oral exam	(other)	
2.9th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.10th Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Vesna Babić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN TRACK AND FIELD 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.1. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.2. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.3. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.4. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		
2.5. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.6. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.7. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.8. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.9. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.10. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Vesna Babić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN TRACK AND FIELD 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness		
2.5. Course content broken down in detail by the course schedule	- Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC)		



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	<ul style="list-style-type: none"> - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks			
	x practical classes	<input type="checkbox"/> laboratory classes			
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (BOXING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Marko Žaja, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical learning and teaching procedures in boxing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in boxing.		



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	<ul style="list-style-type: none"> - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyze and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 23, which is taught only in lectures.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in boxing 2. Tactics and tactical preparedness in boxing 3. Theoretical basics of learning and teaching in boxing 4. Basic pedagogical and didactic principles in technical and tactical training of boxers 5. Basic methodical principles in technical and tactical training of boxers 6. Organizational and methodical forms of technical-tactical training of boxers 7. Locations, equipment and aids in technical and tactical training of boxing 8. Organizational forms in the technical and tactical preparation of athletes in boxing 9. Classification of teaching methods for the acquisition of motor skills in boxing 10. Specific methods for teaching the technique in boxing 11. Phases of learning and teaching the technical elements in boxing 12. Initial teaching of technical elements in boxing 13. Advanced teaching of technical elements in boxing 14. Situational improvement of the technical elements in boxing 15. Competitive improvement of the technical elements in boxing 16. Learning and teaching principles in boxing – individualization 17. Learning and teaching principles in boxing – intensification 18. The process of teaching in boxing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in boxing: a demonstration of a motor task 20. The process of teaching in boxing: evaluation of the motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in boxing: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in boxing: correcting motor errors



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23. The process of teaching in boxing: final control of the correctness of the motor task execution (2L)						
2.6th Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7th Comments:	
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11th Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Kineziološki fakultet, Zagreb.				23	
	Didić E., Krznarić D. (2008.) Boks (Boxing)				1	
	Milanović D. (1997.) Priručnik za sportske trenere (Handbook for Sport Coaches)				5	
2.12th Supplementary literature (at the time of application of the study programme proposal)	Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša (Physical Conditioning of Athletes). Blažević S., Širić V. (2008.) Transformacijski model šestomjesečnog kineziološkog tretmana boksača juniora početnika (A Transformational Model of a Six-Month Kinesiological Treatment of a Junior Beginner Boxer)					
2.13th Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (BOXING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Marko Žaja, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (44L +46PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical learning and teaching procedures in boxing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in boxing. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyze and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 		



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2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (teaching topic no.1 is covered only in 2PC and topic no. 2 is elaborated by types of sport branches and will be covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. The process of teaching in boxing: final control of the correctness of the motor task execution 2. Specific methodologies for teaching boxing structures (specific methods for practicing hitting techniques, blocking techniques, evasion techniques). Linking technical elements for use in the fight tactics (44L +44PC) 					
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Kineziološki fakultet, Zagreb.			23		
	Didić E., Krznarić D. (2008.) Boks (Boxing)			1		
	Milanović D. (1997.) Priručnik za sportske trenere (Handbook for Sport Coaches)			5		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša (Physical Conditioning of Athletes). 2. Blažević S., Širić V. (2008.) Transformacijski model šestomjesečnog kineziološkog tretmana boksača juniora početnika (A Transformational Model of a Six-Month Kinesiological Treatment of a Junior Beginner Boxer)
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN BOXING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC) 		



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2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN BOXING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN BOXING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) 		



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	<ul style="list-style-type: none"> - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks			
	x practical classes	<input type="checkbox"/> laboratory classes			
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the	Anonymous student survey.				



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acquisition of output competences	
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Baić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (WRESTLING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	mr.sc. Čedomir Cvetković, M.Sc., Senior Lecturer	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in wrestling. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements		



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	<ul style="list-style-type: none"> - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyze and evaluate the level of motor performance 				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is processed in 23L +23PC)</p> <ol style="list-style-type: none"> 1. Theoretical basics of learning and teaching in wrestling 2. Basic pedagogical and didactic principles in technical and tactical training of athletes 3. Basic methodical principles in technical and tactical training of athletes 4. Organizational and methodical forms of technical-tactical training of athletes 5. Locations, equipment and aids in technical and tactical training of wrestling 6. Organizational forms in the technical and tactical preparation of athletes in wrestling 7. Classification of teaching methods for the acquisition of motor skills in wrestling 8. Phases of learning and teaching technical elements in wrestling 9. Initial teaching of technical elements in wrestling 10. The process of teaching in wrestling: a description and explanation of the structural, biomechanical and anatomical features of a motor task 11. The process of teaching in wrestling: a demonstration of a motor task 12. Special features of methodical teaching and learning methods in polystructural sports branches: In this group of sports, to which wrestling belongs (freestyle, Greco-Roman wrestling, grappling...), both technical and technical-tactical elements dominate in equal measure. Of the total number of scheduled lesson times, approximately 60% will be devoted to learning and teaching technical elements, and 40% to learning and teaching tactics (23L +23PC) 				
2.6. Types of teaching:	x lectures	x independent tasks		2.7. Comments:	
	x seminars and workshops	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)			
	x practical classes				
	<input type="checkbox"/> entirely online				
	<input type="checkbox"/> blended courses				
	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
					2



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activity so that the total number of ECTS credits corresponds to the credit value of the course):	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%</p>					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima (Application of Wrestling in Other Sports).			15		
	Marić, J. (1990). Rvanje slobodnim načinom (Freestyle Wrestling). Zagreb: Sportska tribina.			15		
	Marić, J. (1985). Rvanje klasičnim načinom (Classic Wrestling). Zagreb: Sportska tribina.			5		
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>1. Baić, M., Cvetković, C., Kostanjević, K. (2009). Primjena paralelno-izmjeničnog oblika rada u treningu hrvača (Application of Parallel-alternating Form of Work in Wrestling Training). 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. 2. Cvetković, C., Baić, M., Slačanac, K. (2009). Primjena izmjenično-odjelnog oblika rada u treningu hrvača (Application of Alternate-group Form of Training in Wrestling). 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. 3. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba (Freestyle and Classic Fight). Medicina i fizikultura, Sofija (prijevod na hrvatski s bugarskog).</p>					
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>					



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Baić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (WRESTLING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	mr.sc. Čedomir Cvetković, M.Sc., Senior Lecturer	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in wrestling. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply advanced theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different advanced methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different advanced methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyze and evaluate the level of motor performance - determine the existence of motor errors 		



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	<ul style="list-style-type: none"> - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is processed in 21L +21PC)</p> <ol style="list-style-type: none"> 13. Technique and technical preparedness in wrestling 14. Tactics and tactical preparedness in wrestling 15. Specific methods for teaching the technique in wrestling 16. Advanced teaching of technical elements in wrestling 17. Situational improvement of technical elements in wrestling 18. Competitive improvement of technical elements in wrestling 19. Learning and teaching principles in wrestling - individualization 20. Learning and teaching principles in wrestling - intensification 21. The process of teaching in wrestling: evaluating motor performance - detecting motor errors (causes and consequences) 22. The process of teaching in wrestling: motor errors in the execution of a motor task - a structural and biomechanical approach 23. The process of teaching in wrestling: correcting motor errors 24. The process of teaching in wrestling: final control of the correctness of the motor task execution 25. Special features of methodical teaching and learning methods in polystructural sports branches: In this group of sports, to which wrestling belongs (freestyle, Greco-Roman wrestling, grappling...), both technical and technical-tactical elements dominate in equal measure. Of the total number of scheduled lesson times, approximately 60% will be devoted to learning and teaching technical elements, and 40% to learning and teaching tactics (21L +21PC) 				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)



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<i>credits corresponds to the credit value of the course):</i>	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Marić, J., Baić, M., Cvetković, Č. (2007). Primjena hrvanja u ostalim sportovima (Application of Wrestling in Other Sports).			15		
	Marić, J. (1990). Rvanje slobodnim načinom (Freestyle Wrestling). Zagreb: Sportska tribina.			15		
	Marić, J. (1985). Rvanje klasičnim načinom (Classic Wrestling). Zagreb: Sportska tribina.			5		
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Baić, M., Cvetković, C., Kostanjević, K. (2009). Primjena paralelno-izmjeničnog oblika rada u treningu hrvača (Application of Parallel-alternating Form of Work in Wrestling Training). 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. 5. Cvetković, C., Baić, M., Slačanac, K. (2009). Primjena izmjenično-odjelnog oblika rada u treningu hrvača (Application of Alternate-group Form of Training in Wrestling). 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. 6. Petrov, R., Dobrev, D., Berberov, N., Makaveev, O. (1977). Svobodna i klasičeska borba (Freestyle and Classic Fight). Medicina i fizkultura, Sofija (prijevod na hrvatski s bugarskog).					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	mr.sc. Čedomir Cvetković, M.Sc., Senior Lecturer	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN WRESTLING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	mr.sc. Čedomir Cvetković, M.Sc., Senior Lecturer	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN WRESTLING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	mr.sc. Čedomir Cvetković, M.Sc., Senior Lecturer	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN WRESTLING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) 		



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	<ul style="list-style-type: none"> - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the	Anonymous student survey.				



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acquisition of output competences	
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (SAILING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	External Associates Asst. Prof. Nikola Prlenda Damir Barac, prof. Ivan Oreb, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of sailing in accordance with age categories, quality level of performance and sailing competition ranking.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in sailing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational sailing - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods of teaching the sailing technique - analyze and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 					
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in sailing 2. Tactics and tactical preparedness in sailing 3. Theoretical basics of learning and teaching in sailing 4. Basic pedagogical and didactic principles in technical and tactical training in sailing 5. Basic methodical principles in technical and tactical training in sailing 6. Organizational and methodical forms of technical-tactical training in sailing 7. Locations, equipment and aids in technical and tactical training in sailing 8. Organizational forms in the technical and tactical preparation of athletes in sailing 9. Classification of teaching methods for the acquisition of motor skills in sailing 10. Specific methods for teaching the technique in sailing 11. Phases of learning and teaching technical elements in sailing 12. Elementary teaching of technical elements in sailing 					
<p>2.6th Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>			
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>	



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2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11th Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Bond, B. (1980). Sve o jedrenju. (All About Sailing.) Zagreb: Mladost.				2	x
	Oreb, G. (1986). Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.				5	x
	Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Opatija: Preluk.				0	
2.12th Supplementary literature (at the time of application of the 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 (Nautics and Water Sports). Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kineziologija, 16(2).185-192.					
2.13th Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (SAILING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	External Associates Asst. Prof. Nikola Prlenda Damir Barac, prof. Ivan Oreb, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of sailing in accordance with age categories, quality level of performance and sailing competition ranking.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in sailing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements		



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	<ul style="list-style-type: none"> - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational sailing - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods of teaching the sailing technique - analyze and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes (each teaching topic is covered by 2L +2PC)</u></p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in sailing 2. Situational improvement of technical elements in sailing 3. Competitive improvement of technical elements in sailing 4. Learning and teaching principles in sailing - individualization 5. Learning and teaching principles in sailing - intensification 6. The process of teaching in sailing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in sailing: a demonstration of a motor task 8. The process of teaching in sailing: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in sailing: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching in sailing: correcting motor errors 11. The process of teaching in sailing: final control of the correctness of the motor task execution 12. a) Specificities of methodological learning and teaching procedures in sailing: the dominance of methodologies for learning and teaching technical elements of particular sailing classes. The total number of scheduled lessons will be predominantly focused on acquiring and improving the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching tactics (44L +44PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>x independent tasks</p>	<p>2.7. Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media		
	Bond, B. (1980). Sve o jedrenju. (All About Sailing.) Zagreb: Mladost.		2	x		
	Oreb, G. (1986). Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.		5	x		
	Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Opatija: Preluk.		1			
2.12. Supplementary literature (at the time of application of the study programme proposal)	5. Medved, R., 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 (Nautics and Water Sports). Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 7. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.					



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	8. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kineziologija, 16(2).185-192.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN SAILING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN SAILING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN SAILING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) 		



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	<ul style="list-style-type: none"> - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the	Anonymous student survey.				



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acquisition of output competences	
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (JUDO)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Ivan Segedi	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (46L +44PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in judo. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in the training of judo - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 		



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	<ul style="list-style-type: none"> - analyze and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2I +2PC except topic 23, which is taught only in lectures.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in judo 2. Tactics and tactical preparedness in judo 3. Theoretical basics of learning and teaching in judo 4. Basic pedagogical and didactic principles in technical and tactical training of judoka 5. Basic methodical principles in technical and tactical training of judoka 6. Organizational and methodical forms of technical-tactical training of judoka 7. Locations, equipment and aids in technical and tactical training of judo 8. Organizational forms in the technical and tactical preparation of athletes in judo 9. Classification of teaching methods for the acquisition of motor skills in judo 10. Specific methodical procedures for teaching the technique in judo 11. Phases of learning and teaching the technical elements in judo 12. Elementary teaching of technical elements in judo 13. Advanced teaching of technical elements in judo 14. Situational improvement of technical elements in judo 15. Competitive improvement of technical elements in judo 16. Learning and teaching principles in judo – individualization 17. Learning and teaching principles in judo – intensification 18. The process of teaching in judo: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in judo: a demonstration of a motor task 20. The process of teaching in judo: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in judo: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in judo: correcting motor errors 23. The process of teaching in judo: final control of the correctness of the motor task execution (2L) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>x independent tasks</p>	<p>2.7. Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Zagreb: Kineziološki fakultet.				23	
	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci (Judo in the Croatian Army). Zagreb: Ministarstvo obrane Republike Hrvatske.				5	
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga (Judo in the Croatian Army - Book Two). Zagreb: Ministarstvo obrane Republike Hrvatske.				5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Sertić, H., Segedi, I., Vučak, T. (2009). Technical Efficiency of Men Judokas During the European Championships (at 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (20). 2. Segedi, I., Sertić, H., Vučak, T. (2009). Technical Efficiency of Women Judokas During the European Championships (at 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (36).					



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	<p>3. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija (Methods of Training Judokas of Different Age Categories). U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.464-468). Zagreb, Hrvatski kineziološki savez.</p> <p>4. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of Throw Groups Used by Men and Women in Different Weight Categories During the European Junior Judo Championships. 5th International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1. 6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (JUDO)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Ivan Segedi	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in judo. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in the training of judo - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyze and evaluate the level of motor performance - determine the existence of motor errors 		



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	<ul style="list-style-type: none"> - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (teaching topic no.1 is covered only in 2PC and topic no. 2 is elaborated by types of sport branches and will be covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. The process of teaching in judo: final control of the correctness of the motor task execution (2PC) 2. Specificities of methodical learning and teaching procedures in judo: specific procedures for teaching hand, hip, leg throwing and sacrifice techniques. Technical and tactical combinations in the standing stance (Nage Wazi). Technical and tactical combinations on the mat (Tachi Wazi). Transition Methods from Nage Waza to Tachi Wazi. Of the total number of scheduled lesson times, approximately 40% will be devoted to learning and teaching technical elements, and 60% to learning and teaching tactics (44L +44PC) 				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Zagreb: Kineziološki fakultet.			23	



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	Lucić, J., Gržeta, M. (2000). Judo u hrvatskoj vojsci (Judo in the Croatian Army). Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
	Lucić, J., Gržeta, M. (2006). Judo u hrvatskoj vojsci – knjiga druga (Judo in the Croatian Army - Book Two). Zagreb: Ministarstvo obrane Republike Hrvatske.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>5. Sertić, H., Segedi, I., Vučak, T. (2009). Technical Efficiency of Men Judokas During the European Championships (at 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (20).</p> <p>6. Segedi, I., Sertić, H., Vučak, T. (2009). Technical Efficiency of Women Judokas During the European Championships (at 23) in Zagreb 2008. In: Scardone Diego (ed) Annals for the 6th International Science of Judo Symposium. Rotterdam, Netherlands, 25.08.2009. (36).</p> <p>7. Sertić, H., Segedi, I., Vidranski, T. (2009). Metodika treninga judaša različitih dobnih kategorija (Methods of Training Judokas of Different Age Categories). U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.464-468). Zagreb, Hrvatski kineziološki savez.</p> <p>8. Sertić, H., Segedi, I., Sterkowicz, S. (2007). Differences of Throw Groups Used by Men and Women in Different Weight Categories During the European Junior Judo Championships. 5th International Judo Federation World Research Symposium, Rio de Janeiro, Brazil, 12. September.</p>		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN JUDO 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN JUDO 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN JUDO 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (KARATE)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in karate. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements		



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	<ul style="list-style-type: none"> - differentially apply different methods of giving information with regard to the participants' capabilities in the training of karate - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyze and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 23, which is taught only in lectures.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in karate 2. Tactics and tactical preparedness in karate 3. Theoretical basics of learning and teaching in karate 4. Basic pedagogical and didactic principles in technical and tactical training of karate 5. Basic methodical principles in technical and tactical training of athletes 6. Organizational and methodical forms of technical-tactical training of athletes 7. Locations, equipment and aids in technical and tactical training of karate 8. Organizational forms in the technical and tactical preparation of athletes in karate 9. Classification of teaching methods for the acquisition of motor skills in karate 10. Specific methodical procedures for teaching the technique in karate 11. Phases of learning and teaching the technical elements in karate 12. Elementary teaching of technical elements in karate 13. Advanced teaching of technical elements in karate 14. Situational improvement of technical elements in karate 15. Competitive improvement of technical elements in karate 16. Learning and teaching principles in karate – individualization 17. Learning and teaching principles in karate – intensification 18. The process of teaching in karate: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in karate: a demonstration of a motor task 20. The process of teaching in karate: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in karate: motor errors in the execution of a motor task - a structural and biomechanical approach



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	22. The process of teaching in karate: correcting motor errors 23. The process of teaching in karate: final control of the correctness of the motor task execution (2L)				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Kineziološki fakultet, Zagreb.			23	
	Vidranski, T. (2010). Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama (Structural Analysis of Situational Efficiency Indicators in Karate Combat). (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			3	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Vidranski, T., Sertić, H., Szegedi, I. (2007). Utjecaj programiranog devetomjesečnog treninga karatea na promjene motoričkih obilježja dječaka od 9 do 11 godina (The Impact of Programmed Nine-month Karate Training on the Changes in Motor Characteristics of Boys Aged 9 to 11). Hrvatski športskomedicinski vjesnik, 22 (1); 25-31				



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	<p>2. Vidranski, T., Sertić, H., Szegedi, I. (2009). Izbor i distribucija metoda, sadržaja i volumena rada u prvoj godini trenaznog procesa u karateu (Selection and Distribution of Methods, Content and Volume of Work in the First Year of the Karate Training Process). U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.516-521). Zagreb, Hrvatski kineziološki savez.</p> <p>3. Sertić, H., Segedi, I., Vidranski, T. (2009). Je li aerobna izdržljivost ključna za bolji rezultat u judu, karateu i tae kwon dou? (Is Aerobic Endurance Crucial for a Better Result in Judo, Karate and Taekwondo?). U Jukić, I., Milanović, D., Gregov, C., Šalaj, S. (ur). Zbornik radova 7. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008, 20-21. veljače, Zagreb, (411-414).</p> <p>4. Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate (Individualization of Work in the Karate Discipline of Kata). U: Findak, V. (ur.) Zborniku radova 19. ljetne škola kineziologa Republike Hrvatske, Poreč, 22.-26.06.2009. (str.379-384). Zagreb, Hrvatski kineziološki savez.</p> <p>5. Sertić, H., Vidranski, T., Segedi, I. (2011). Evaluation of a Method for Objective Assessment of Situational Effect in Karatekas through Technical-tactical Index for Situational Efficiency. In D. Milanović, and G. Sporiš, Proceedings Book, «Integrative Power of Kinesiology» 6th International Scientific Conference (p.p. 651-656). Opatija, Croatia: Faculty of Kinesiology, University of Zagreb.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (KARATE)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (46L +44PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in karate. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in the training of karate - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors 		



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	- determine the final level of successful execution of a technical or technical-tactical element				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (teaching topic no.1 is covered only in 2PC and topic no. 2 is elaborated by types of sport branches and will be covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. The process of teaching in karate: final control of the correctness of the motor task execution (2PC) 2. Specificities of methodological learning and teaching procedures in karate: specific procedures for teaching hand strikes, kicks, blocks and throwing techniques. Technical and tactical combinations in the standing stance. Connecting different karate structures in the function of fighting tactics. Of the total number of scheduled lesson times, approximately 40% will be devoted to learning and teaching technical elements, and 60% to learning and teaching tactics (44L +44PC) 				
2.6. Types of teaching:	x lectures		x independent tasks	2.7. Comments:	
	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Kineziološki fakultet, Zagreb.		23		



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	Vidranski, T. (2010). Vidranski, T. (2010). Strukturna analiza pokazatelja situacijske efikasnosti u karate borbama (Structural Analysis of Situational Efficiency Indicators in Karate Combat). (Doktorska disertacija, Sveučilište u Zagrebu). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	3	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>6. Vidranski, T., Sertić, H., Szegedi, I. (2007). Utjecaj programiranog devetomjesečnog treninga karatea na promjene motoričkih obilježja dječaka od 9 do 11 godina (The Impact of Programmed Nine-month Karate Training on the Changes in Motor Characteristics of Boys Aged 9 to 11). Hrvatski športskomedicinski vjesnik, 22 (1); 25-31</p> <p>7. Vidranski, T., Sertić, H., Szegedi, I. (2009). Izbor i distribucija metoda, sadržaja i volumena rada u prvoj godini trenaznog procesa u karateu (Selection and Distribution of Methods, Content and Volume of Work in the First Year of the Karate Training Process). U: Findak, V. (ur.) Zborniku radova 18. ljetne škola kineziologa Republike Hrvatske, Poreč, 23.-27.06.2009. (str.516-521). Zagreb, Hrvatski kineziološki savez.</p> <p>8. Sertić, H., Segedi, I., Vidranski, T. (2009). Je li aerobna izdržljivost ključna za bolji rezultat u judu, karateu i taekwondo? (Is Aerobic Endurance Crucial for a Better Result in Judo, Karate and Taekwondo?). U Jukić, I., Milanović, D., Gregov, C., Šalaj, S. (ur.) Zbornik radova 7. godišnja međunarodna konferencija Kondicijska priprema sportaša 2008, 20-21. veljače, Zagreb, (411-414).</p> <p>9. Sertić, H., Vidranski, T., Segedi, I. (2010). Individualizacija rada u karate disciplini kate (Individualization of Work in the Karate Discipline of Kata). U: Findak, V. (ur.) Zborniku radova 19. ljetne škola kineziologa Republike Hrvatske, Poreč, 22.-26.06.2009. (str.379-384). Zagreb, Hrvatski kineziološki savez.</p> <p>10. Sertić, H., Vidranski, T., Segedi, I. (2011). Evaluation of a Method for Objective Assessment of Situational Effect in Karatekas through Technical-tactical Index for Situational Efficiency. In D. Milanović, and G. Sporiš, Proceedings Book, «Integrative Power of Kinesiology» 6th International Scientific Conference (p.p. 651-656). Opatija, Croatia: Faculty of Kinesiology, University of Zagreb.</p>		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN KARATE 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC) 		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN KARATE 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN KARATE 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC)</p> <ul style="list-style-type: none"> - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					



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Sveučilište u Zagrebu

2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (BASKETBALL)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Full Professor Damir Knjaz, Assoc. Prof. Asim Bradić, Tomislav Rupčić, Ph.D., Senior Assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and competition rank in basketball.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in basketball. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements in basketball The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in basketball		



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	<ul style="list-style-type: none"> - differentially apply different methods of giving information with regard to the participants' age category and competition rank in basketball - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods of teaching basketball - analyse and evaluate the level of motor performance in basketball - determine the existence of motor errors in the execution of technical or technical-tactical elements in basketball - choose methodical procedures for correcting motor errors in the execution of technical or technical-tactical elements in basketball - determine the final level of successful execution of a technical or technical-tactical element in basketball 					
<p>2.5. Course content broken down in detail by the course schedule</p>	<ol style="list-style-type: none"> 1. Technique and technical preparedness in basketball 2. Tactics and tactical preparedness in basketball 3. Theoretical basics of learning and teaching in basketball 4. Basic pedagogical and didactic principles in technical and tactical training of basketball players 5. Basic methodical principles in technical and tactical training of basketball players 6. Organizational and methodical forms of technical-tactical training of basketball players 7. Locations, equipment and aids in technical and tactical training of basketball 8. Organizational forms in the technical and tactical preparation of basketball players 9. Classification of teaching methods for the acquisition of motor skills in basketball 10. Specific methodical procedures for teaching the technique in basketball 11. Phases of learning and teaching the technical elements in basketball 					
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	<p>2</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>1.5</p>	<p>(other)</p>	
			<p>Oral exam</p>	<p>3</p>	<p>(other)</p>	



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<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%</p>		
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>	<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p>Matković i sur. (2010). Antropološka analiza košarkaške igre (Anthropological Analysis of a Basketball Game). Sveučilišni udžbenik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.</p>	<p>10</p>	
	<p>Tocigl, I. (1998). Košarkaški udžbenik (Basketball Textbook). Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.</p>	<p>3</p>	
	<p>Matković, B. i sur. (2005) Košarka-antropološka analiza (Basketball-Anthropological Analysis). Zagreb: KF, HKS.</p>		
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>1. Wissel, H. (1994). Basketball: Steps to Success. Human Kinetics, Champaign 2. Matković, B., Knjaz, D., Čosić B. (2003). Smjernice fizičke pripreme u košarci (Physical Training Guidelines in Basketball). 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 (Individual Work in Mini-Basket). 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 (The influence of a Specific Basketball Programme on the Development of Basic Speed of Limb Movement). U: Jukić, I., Gregov, C., Šalaj, S., Milanović, L., Trošt-Bobić, T. (ur). Zbornik radova 8. godišnje</p>		



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	<p>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 (Morphological Characteristics of Junior Basketball Players). Kineziologija za 21. stoljeće. Zbornik radova. Dubrovnik. 412-415.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (BASKETBALL)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Full Professor Damir Knjaz, Assoc. Prof. Asim Bradić, Tomislav Rupčić, Ph.D., Senior Assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and competition rank in basketball		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in basketball. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements in basketball The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in basketball 2. differentially apply different methods of giving information with regard to the participants' age category and competition rank in basketball		



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	<ol style="list-style-type: none"> 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods of teaching basketball 4. analyse and evaluate the level of motor performance in basketball 5. determine the existence of motor errors in the execution of technical or technical-tactical elements in basketball 6. choose methodical procedures for correcting motor errors in the execution of technical or technical-tactical elements in basketball 7. determine the final level of successful execution of a technical or technical-tactical element in basketball 			
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Elementary teaching of technical elements in basketball 2. Advanced teaching of technical elements in basketball 3. Situational improvement of technical elements in basketball 4. Competitive improvement of technical elements in basketball 5. Learning and teaching principles in basketball – individualization 6. Learning and teaching principles in basketball – intensification 7. The process of teaching in basketball: a description and explanation of the structural, biomechanical and anatomical features of a motor task 8. The process of teaching in basketball: a demonstration of a motor task 9. The process of teaching in basketball: evaluating motor performance - detecting motor errors (causes and consequences) 10. The process of teaching in basketball: motor errors in the execution of a motor task - a structural and biomechanical approach 11. The process of teaching in basketball: correcting motor errors 12. The process of teaching in basketball: final control of the correctness of the motor task execution 13. Specificities of methodical learning and teaching procedures in basketball 			
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #e0f0ff;">2.7. Comments:</td> </tr> <tr> <td style="height: 40px;"></td> </tr> </table> <p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	2.7. Comments:	
2.7. Comments:				
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>			



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Matković i sur. (2010). Antropološka analiza košarkaške igre (Anthropological Analysis of a Basketball Game). Sveučilišni udžbenik. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				10	
	Tocić, I. (1998). Košarkaški udžbenik (Basketball Textbook). Split: Fakultet prirodoslovno-matematičkih znanosti i odgojnih područja Sveučilišta u Splitu, Zavod za fizičku kulturu.				3	
	Matković, B. i sur. (2005) Košarka-antropološka analiza (Basketball-Anthropological Analysis). Zagreb: KF, HKS.					
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Wissel, H. (1994). Basketball: Steps to Success. Human Kinetics, Champaign 2. Matković, B., Knjaz, D., Čosić B. (2003). Smjernice fizičke pripreme u košarci (Physical Training Guidelines in Basketball). 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 (Individual Work in Mini-Basket). U: Milanović D., Heimer S, Jukić I, Kulier I, Matković B. (ur.), Zbornik radova Znanstveno-stručnog skupa „Dopunski					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<p>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>4. Rupčić, T., Knjaz, D., Matković, B. (2010). Utjecaj specifičnog košarkaškog programa na razvoj bazične brzine pokreta ekstremiteta (The influence of a Specific Basketball Programme on the Development of Basic Speed of Limb Movement). 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 (Morphological Characteristics of Junior Basketball Players). Kineziologija za 21. stoljeće. Zbornik radova. Dubrovnik. 412-415.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN BASKETBALL 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN BASKETBALL 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN BASKETBALL 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
		Oral exam	(other)		
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Valentin Barišić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (FOOTBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Dario Bašić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	15
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in football. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.		



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	The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.				
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in football - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 11 which is broken down by types of sports branches and is processed by 22L +22PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in football 2. Tactics and tactical preparedness in football 3. Theoretical basics of learning and teaching in football 4. Basic pedagogical and didactic principles in technical and tactical training of footballers 5. Basic methodical principles in technical and tactical training of footballers 6. Organizational and methodical forms of technical-tactical training of footballers 7. Locations, equipment and aids in technical and tactical training of football 8. Organizational forms in the technical and tactical preparation of athletes in football 9. Classification of teaching methods for the acquisition of motor skills in football 10. Specific methodical procedures for teaching the technique in football 11. Phases of learning and teaching the technical elements in football 				
2.6. Types of teaching:	<p>x lectures</p> <p>x seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>		<p>× independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
	Attendance	1	Written exam	2	Project



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2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Dujmović, P. (2006). Škola suvremenog nogometa (School of Contemporary Football). Zagreb: Zagrebački nogometni savez.				1	
	Caligueri, P Herbst, D. (2005). Nogomet- tehlike i taktike za vrhunsku igru (Football - Techniques and Tactics for a Top Game). Profil.				5	
	Toplak, I. (1985). Savremeni fudbal i njegove tajne – taktika i metodika (Modern Football and its Secrets – Tactics and Methodology). Beograd: FSJ.				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Schmidt, C. E. (2009). Nogomet –napredne vježbe (Football – Advanced Exercises). Gopal. 2. HNS (2008). Priručnik za Uefa – A trenere (Uefa Handbook – Coaches). HNS, Zagreb.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Valentin Barišić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (FOOTBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Dario Bašić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	15
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in football. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ol style="list-style-type: none"> 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in football 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 		



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	5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of successful execution of a technical or technical-tactical element		
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 12 which is broken down by types of sports branches and is processed by 24L +24PC)</p> <ol style="list-style-type: none"> 1. Elementary teaching of technical elements in football 2. Advanced teaching of technical elements in football 3. Situational improvement of technical elements in football 4. Competitive improvement of technical elements in football 5. Learning and teaching principles in football – individualization 6. Learning and teaching principles in football – intensification 7. The process of teaching in football: a description and explanation of the structural, biomechanical and anatomical features of a motor task 8. The process of teaching in football: a demonstration of a motor task 9. The process of teaching in football: evaluating motor performance - detecting motor errors (causes and consequences) 10. The process of teaching in football: motor errors in the execution of a motor task - a structural and biomechanical approach 11. The process of teaching in football: correcting motor errors 12. The process of teaching in football: final control of the correctness of the motor task execution <p>d) Specificities of methodical learning and teaching procedures in complex sports branches: This group of sports (basketball, handball, football, water polo, volleyball, tennis, table tennis, badminton, ice hockey, field hockey, etc.) is dominated by the methodology of learning and teaching the tactical elements of individual disciplines. Complex sports are very rich in tactical elements, so the total schedule will be predominantly focused on acquiring and perfecting the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 25% will be devoted to the learning and teaching of technical elements, and 75% to the learning and teaching of individual, group and collective tactics in the defense and attack phases. (44L +44PC)</p>		
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online	x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring	2.7. Comments:



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Dujmović, P. (2006). Škola suvremenog nogometa (School of Contemporary Football). Zagreb: Zagrebački nogometni savez.			1		
	Caliguieri, P Herbst, D. (2005). Nogomet- tehlike i taktike za vrhunsku igru (Football - Techniques and Tactics for a Top Game). Profil.			5		
	Toplak, I. (1985). Savremeni fudbal i njegove tajne – taktika i metodika (Modern Football and its Secrets – Tactics and Methodology). Beograd: FSJ.			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Schmidt, C. E. (2009). Nogomet –napredne vježbe (Football – Advanced Exercises). Gopal. 2. HNS (2008). Priručnik za Uefa – A trenere (Uefa Handbook – Coaches). HNS, Zagreb.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Valentin Barišić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN FOOTBALL 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	15
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Valentin Barišić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN FOOTBALL 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	15
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:		
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.						
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project		
		Experimental work		Research		Practical work	x	
		Essay		Report		(other)		
		Preliminary exams		Term paper		(other)		
				Oral exam		(other)		
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.						
2.11th	Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media	
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>							
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.						



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Valentin Barišić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN FOOTBALL 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	15
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness		
2.5th Course content broken down in detail by the course schedule	- Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC)		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<ul style="list-style-type: none"> - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				
2.13th	Quality assurance methods that provide the	Anonymous student survey.			



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

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acquisition of output competences	
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nenad Marelić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (VOLLEYBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Ph.D. Tomislav Đurković, Ph.D., Assistant Ph.D. Tomica Rešetar, Ph.D., Assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with methods of refining different technical elements and linking them to game tactics in specific situations, with particular emphasis on individual player functions (setter, central player, outside hitter, opposite hitter, libero)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently plan and program training for senior categories aimed at perfecting the technical and tactical elements important for success in high-level volleyball. Based on the knowledge of the structural characteristics of the technical and technical-tactical elements within both complexes of the volleyball game, the student will be able to choose the contents, workloads and methods suitable for improving motor and technical-tactical knowledge. The basic learning outcome is the student's ability to transfer knowledge to others by teaching them the specific requirements of high-level volleyball, whether they be tactical, technical or physical fitness.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods for learning technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, or situational teaching methods - analyse and evaluate the level of motor performance - determine the existence of technical errors - choose methodical procedures for correcting technical errors 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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<p>2.5. Course content broken down in detail by the course schedule</p>	<p>- determine the final level of a successful execution of a technical-tactical element</p> <p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is processed by 4L +4PC)</p> <ol style="list-style-type: none"> 1. Basic methodical principles in physical conditioning of top volleyball players 2. Basic methodical principles in technical and tactical training of seniors 3. Methodical principles in technical and tactical training of top volleyball players 4. Basic methodical principles in technical and tactical training of recreational players 5. Organizational and methodical training forms of top volleyball players 6. Locations, equipment and aids for volleyball training of seniors 7. Organizational forms of training in volleyball 8. Classification of training methods for the development of specific skills in high-level volleyball 9. Technique for improving the technical-tactical elements of complex 1 (K1) of top volleyball players 10. Methods for improving the technical and tactical elements of complex 2 (K2) 11. Methods for improving aerobic skills of volleyball players 12. Methods for improving anaerobic skills of volleyball players 13. Methods for improving aerobic-anaerobic skills of volleyball players 14. Methods for improving the explosive power of volleyball players 15. Methods for improving the power of volleyball players 16. Methods for improving the specific speed of volleyball players 17. Methods for improving complex 1 (K1) tactics – serve receive 18. Methods for learning complex 2 (K2) tactics - serve 19. Methods for learning complex 1 (K1) tactics for serve receive 20. Methods for learning complex 1 (K1) tactics for smash 21. Methods for learning complex 2 (K2) tactics - block 22. Methods for learning complex 2 (K2) tactics - perimeter defense, 23. Methods for learning complex 2 (K2) tactics - setting 24. Methods for learning complex 2 (K2) tactics - smash 25. Methods of improving the accuracy of the setter 26. Methods for improving the tactics of the setter 27. Methods for improving the technical and tactical characteristics of central players 28. Methods for improving the development of technical and tactical characteristics of the opposite hitter 29. Methods for improving the technical and tactical characteristics of the outside hitter 30. Methods for improving the technical and tactical characteristics of the libero 31. Methods for improving individual tactics for each player function in volleyball
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	32. Methods for perfecting team tactics 33. Role and specificities of senior category coaches in volleyball				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam	6	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Janković, V., Marelić, N. (2003). Odbojka za sve (Volleyball for Everyone). Zagreb: Autorska naklada.			5	
	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008) Nastavne teme iz odbojke za osnovne škole (Teaching Topics in Volleyball for Elementary Schools). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.			5	
	Marelić, N., Rešetar, T., Zdražnik, M. & Đurković, T. (2005). Modeling of Situation Parameters in Top Level Volleyball. In: Proceedings Book of 4th International Scientific Conference of Kinesiology (ed D. Milanović, F. Prot) Opatija, Croatia, September 7-11, 2005, (pp.459-462).			10	



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Sveučilište u Zagrebu

2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka (Volleyball). Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci (Introduction to the Specialization of Volleyball Player Roles). Zagreb: Autorska naklada.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nenad Marelić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (VOLLEYBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Ph.D. Tomislav Đurković, Ph.D., Assistant Ph.D. Tomica Rešetar, Ph.D., Assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with methods of refining different technical elements and linking them to game tactics in specific situations, with particular emphasis on individual player functions (setter, central player, outside hitter, opposite hitter, libero)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently plan and program training for senior categories aimed at perfecting the technical and tactical elements important for success in high-level volleyball. Based on the knowledge of the structural characteristics of the technical and technical-tactical elements within both complexes of the volleyball game, the student will be able to choose the contents, workloads and methods suitable for improving motor and technical-tactical knowledge. The basic learning outcome is the student's ability to transfer knowledge to others by teaching them the specific requirements of high-level volleyball, whether they be tactical, technical or physical fitness.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ol style="list-style-type: none"> 1. apply theoretical and practical knowledge of methods for learning technical and tactical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, or situational teaching methods 4. analyse and evaluate the level of motor performance 5. determine the existence of technical errors 		



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	6. choose methodical procedures for correcting technical errors				
	7. determine the final level of a successful execution of a technical-tactical element				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topics 7, 8, 10, 14 which are covered in 4L +4PC)</p> <ol style="list-style-type: none"> 1. Methods for improving complex 1 (K1) tactics – serve receive 2. Methods for learning complex 2 (K2) tactics - serve 3. Methods for learning complex 1 (K1) tactics for serve receive 4. Methods for learning complex 1 (K1) tactics for smash 5. Methods for learning complex 2 (K2) tactics - block 6. Methods for learning complex 2 (K2) tactics - perimeter defense, 7. Methods for learning complex 2 (K2) tactics - setting 8. Methods for learning complex 2 (K2) tactics - smash 9. Methods of improving the accuracy of the setter 10. Methods for improving the tactics of the setter 11. Methods for improving the technical and tactical characteristics of central players 12. Methods for improving the development of technical and tactical characteristics of the opposite hitter 13. Methods for improving the technical and tactical characteristics of the outside hitter 14. Methods of improving the technical and tactical characteristics of the libero 15. Methods for improving individual tactics for each player function in volleyball 16. Methods for perfecting team tactics 17. Role and specificities of senior category coaches in volleyball 18. Methods of team training in individual rotations 				
2.6. Types of teaching:	x lectures	x independent tasks		2.7. Comments:	
	x seminars and workshops	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)			
x practical classes	<input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)



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<i>ECTS credits corresponds to the credit value of the course):</i>			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity – 15% Written exam – 5% Term paper – 30% Practical work – 30% Oral exam – 20%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Janković, V., Marelić, N. (2003). Odbojka za sve (Volleyball for Everyone). Zagreb: Autorska naklada.				5	
	Marelić, N., Marelić, S., Đurković, T., Rešetar, T. (2008) Nastavne teme iz odbojke za osnovne škole (Teaching Topics in Volleyball for Elementary Schools). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				5	
	Marelić, N., Rešetar, T., Zadražnik, M. & Đurković, T. (2005). Modeling of Situation Parameters in Top Level Volleyball. In: Proceedings Book of 4th International Scientific Conference of Kinesiology (ed D. Milanović, F. Prot) Opatija, Croatia, September 7-11, 2005, (pp.459-462).				10	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Janković, V., Marelić, N. (1995). Odbojka (Volleyball). Zagreb: Fakultet za fizičku kulturu. 2. Janković, V., Đurković, T., Rešetar, T. (2009). Uvod u specijalizaciju igračkih uloga u odbojci (Introduction to the Specialization of Volleyball Player Roles). Zagreb: Autorska naklada.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nenad Marelić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN VOLLEYBALL 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2. 5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2. 6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2. 7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2. 8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2. 10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nenad Marelić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN VOLLEYBALL 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2. 5th Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2. 6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2. 7th	Comments:		
2. 8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2. 10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th	Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2. 12th	Supplementary literature (at the time of application of the study programme proposal)						
2. 13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nenad Marelić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN VOLLEYBALL 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	7
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2. 5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<ul style="list-style-type: none"> - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2. 6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2. 7th	Comments:
2. 8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2. 9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
			Oral exam	(other)	
2. 10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2. 11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2. 12th	Supplementary literature (at the time of application of the study programme proposal)				
2. 13th	Quality assurance methods that provide the	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

acquisition of output competences	
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (DANCING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Jadranka Vlašić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in dancesport.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in dancesport. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, students will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of dancesport elements as well as their combinations - choreography. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - - apply theoretical and practical knowledge of methods of teaching and practicing technical elements		



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	<ul style="list-style-type: none"> - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - - determine the final level of successful execution of a technical element of individual dance 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in dancing 2. Technical and stage preparedness in dancing 3. Theoretical basics of learning and teaching dance techniques of standard and Latin dances 4. Basic pedagogical and didactic principles in technical and stage training of dancers 5. Basic pedagogical and didactic principles in physical conditioning of dancers 6. Organizational and methodical forms of technical and stage training of dancers 7. Organizational and methodical forms of physical conditioning of dancers 8. Locations, equipment and aids for technical and stage training in dance 9. Locations, equipment and aids for physical conditioning in dance 10. Organizational forms in the technical preparation of standard and Latin dance dancers 11. Classification of teaching methods for the acquisition of motor skills in dancing 12. Classification of teaching methods for the development of physical fitness in dancing 13. 				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>



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<i>activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Oreb, G. (1989). Analiza povezanosti primarnih motoričkih sposobnosti i sistema za procjenu uspješnosti u plesu (Analysis of the Relation Between Primary Motor Skills and Dance Performance Assessment System). Kineziologija, 20(1), 55-60.			5		
	Oreb, G. & Kilibarda, S. (1996). The Role of Rhythmic Abilities in Dance. Kinesiology, 28 (1), 58-63.			5		
	Vlastic, J., Oreb, G. & Leščić, S. (2009). Povezanost motoričkih i morfoloških obilježja s uspjehom u društvenim plesovima (The Relationship Between Motor and Morphological Characteristics and Success in Social Dances). Hrvatski športskomedicinski vjesnik, 24,30-37.			2		
2. 12. Supplementary literature (at the time of application of the study programme proposal)						
2. 13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (DANCING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Jadranka Vlašić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in dancesport.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in dancesport. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, students will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of dancesport elements as well as their combinations - choreography. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ol style="list-style-type: none"> 1. - apply theoretical and practical knowledge of methods of teaching and practicing technical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 		



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	5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. - determine the final level of successful execution of a technical element or elements of individual dance					
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC)</p> <ol style="list-style-type: none"> 1. Specific methodological procedures for teaching the technique of standard and Latin dances 2. Elementary and advanced teaching of technical elements in dancing 3. Methodology of dance choreography 4. Competitive improvement of technical elements in dance 5. The process of teaching in dancing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 6. The process of teaching in dancing: a demonstration of a motor task 7. The process of teaching in dancing: evaluating motor performance - detecting motor errors (causes and consequences) 8. The process of teaching in dancing: motor errors in the execution of a motor task - a structural and biomechanical approach 9. The process of teaching in dancing: correcting motor errors 10. The process of teaching in dancing: final control of the correctness of the motor task execution 11. Specificities of methodical learning and teaching procedures in conventional-aesthetic branches of sport. This group of sports is dominated by the process of methodologies for learning and teaching the technical elements of particular dance expressions. The total lesson schedule will be predominantly focused on acquiring and refining the performance of technical elements. Of the total number of lesson times foreseen, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching stage behaviour (44L +44PC) 					
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
	Attendance	0.5	Written exam	1.5	Project	



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Oreb, G. (1989). Analiza povezanosti primarnih motoričkih sposobnosti i sistema za procjenu uspješnosti u plesu (Analysis of the Relation Between Primary Motor Skills and Dance Performance Assessment System). Kineziologija, 20(1), 55-60.				5	
	Oreb, G. & Kilibarda, S. (1996). The Role of Rhythmic Abilities in Dance. Kinesiology, 28 (1), 58-63.				5	
	Vlasic, J., Oreb, G. & Leščić, S. (2009). Povezanost motoričkih i morfoloških obilježja s uspjehom u društvenim plesovima (The Relationship Between Motor and Morphological Characteristics and Success in Social Dances). Hrvatski športskomedicinski vjesnik, 24,30-37.				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.5. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN DANCING 1	1.6. Credit points (ECTS)	0
1.3. Associate teachers		1.7. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.8. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.9. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN DANCING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		



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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:		
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature <i>(available in the library and through other media)</i>	Title			Number of copies in the library	Availability through other media	
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Oreb	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN DANCING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Leko	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (SWIMMING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Ph.D. Dajana Karaula, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students to the methods of learning, teaching and practicing the various technical elements of swimming.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in swimming. Based on the knowledge of the structural and biomechanical characteristics of the technical elements, the student will be able to choose the contents, workloads and methods suitable for acquiring motor skills for the performance of the technical elements in swimming. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in swimming.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - - apply theoretical and practical knowledge of methods of teaching and practicing elements in swimming - differentially apply different methods of giving information with regard to the participants' capabilities in swimming 		



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	<ul style="list-style-type: none"> - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods of teaching swimming - analyse and evaluate the level of motor performance of swimmers - determine the existence of motor errors in swimming - choose methodical procedures for correcting motor errors in swimming - determine the final level of successful execution of a technical element in swimming 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 12 which is broken down by types of sports branches and is covered in 22L +22PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in swimming 2. Theoretical basics of learning and teaching in swimming 3. Basic pedagogical and didactic principles in the technical training of swimmers 4. Basic methodical principles in the technical training of swimmers 5. Classification of teaching methods for the acquisition of motor skills in swimming 6. Specific methodical procedures for teaching the technique in swimming 7. Phases of learning and teaching the technical elements in swimming 8. Elementary teaching of technical elements in swimming 9. The process of teaching in swimming: a description and explanation of the structural, biomechanical and anatomical features of a motor task 10. The process of teaching in swimming: a demonstration of a motor task 11. The process of teaching in swimming: evaluating motor performance - detecting motor errors (causes and consequences) 12. The process of teaching in swimming: correcting motor errors 				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other) 2</p>



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ECTS credits corresponds to the credit value of the course):	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Guzman, R. (2007). The Swimming Drill Book. USA.Human Kinetics.				1	
	Maglischo, E.W. (2003). Swimming Fastest. California: Human Kinetics.				1	
	Volčanšek, B. (2002). Bit plivanja (The Essence of Swimming). Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.				15	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Mišigoj-Duraković M. Kinantropologija (Kinanthropology). (2008). Biološki aspekti tjelesnog vježbanja (The Biological Aspects of Physical Exercise). Kineziološki fakultet, Sveučilišta u Zagrebu. 2. Olbrecht, J. (2000). The Science of Winning. Belgium.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Leko	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (SWIMMING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Ph.D. Dajana Karaula, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of swimming in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in swimming. Based on the knowledge of the structural and biomechanical characteristics of the technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements in swimming. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in swimming.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ol style="list-style-type: none"> 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in swimming 2. differentially apply different methods of giving information with regard to the participants' capabilities in swimming 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods of teaching swimming 4. analyse and evaluate the tactical variants of swimming over different distances 		



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	5. determine the existence of tactical variants in swimming 6. choose methodical procedures for correcting errors in the elements of the swimmer's race 7. determine the final level of successful execution of a technical or technical-tactical element in swimming																																
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 1 which is broken down by types of sports branches and is covered in 22L +22PC)</p> <ol style="list-style-type: none"> 1. Tactics and tactical preparedness in swimming 2. Basic methodical principles in the tactical training of swimmers 3. Organizational and methodical forms of technical-tactical training of swimmers 4. Locations, equipment and aids in technical and tactical training of swimming 5. Advanced teaching of technical elements in swimming 6. Situational improvement of technical elements in swimming 7. Competitive improvement of technical elements in swimming 8. Learning and teaching principles in swimming – individualization 9. Learning and teaching principles in swimming – intensification 10. The process of teaching in swimming: motor errors in the execution of a motor task - a structural and biomechanical approach 11. The process of teaching in swimming: final control of the correctness of the motor task execution 12. Specificities of methodological learning and teaching procedures in monostructural sport branches 																																
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:																														
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments																																
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	<table border="1" style="width: 100%;"> <tr> <td>Attendance</td> <td>0.5</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Preliminary exams</td> <td></td> </tr> </table>	Attendance	0.5	Experimental work		Essay		Preliminary exams			<table border="1" style="width: 100%;"> <tr> <td>Written exam</td> <td>1.5</td> </tr> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Term paper</td> <td>1.5</td> </tr> <tr> <td>Oral exam</td> <td>3</td> </tr> </table>	Written exam	1.5	Research		Report		Term paper	1.5	Oral exam	3	<table border="1" style="width: 100%;"> <tr> <td>Project</td> <td></td> </tr> <tr> <td>Practical work</td> <td>2</td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Project		Practical work	2	(other)		(other)		(other)		
Attendance	0.5																																
Experimental work																																	
Essay																																	
Preliminary exams																																	
Written exam	1.5																																
Research																																	
Report																																	
Term paper	1.5																																
Oral exam	3																																
Project																																	
Practical work	2																																
(other)																																	
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(other)																																	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19%																																



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	Practical work – 28% Oral exam – 33%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Milanović, D. i sur. (1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	10	
	Maglischo, E.W. (2003). Swimming Fastest. California: Human Kinetics.	1	
	Volčanšek, B. (2002). Bit plivanja (The Essence of Swimming). Zagreb: Fakultet za fizičku kulturu Sveučilišta u Zagrebu.	15	
2.12. Supplementary literature (at the time of application of the study programme proposal)	3. Mišigoj-Duraković M. Kinantropologija (Kinanthropology). (2008). Biološki aspekti tjelesnog vježbanja (The Biological Aspects of Physical Exercise). Kineziološki fakultet, Sveučilišta u Zagrebu. 4. Olbrecht, J. (2000). The Science of Winning. Belgium.		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Leko	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN SWIMMING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2. 5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2. 6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2. 7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2. 8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2. 10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Leko	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN SWIMMING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2. 5th Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



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2. 6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2. 7th	Comments:		
2. 8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2. 10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th	Required literature <i>(available in the library and through other media)</i>	Title			Number of copies in the library	Availability through other media	
2. 12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>						
2. 13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Goran Leko	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN SWIMMING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
		Oral exam	(other)		
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan- Mandić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (RHYTHMIC GYMNASTICS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Josipa Radaš, Ph.D. <u>External Associate</u> M. Sc. Melita Kolarec, M. Sc., Lecturer	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	Achieved ECTS credits from the course Teaching Methodology 1 (Rhythmic Gymnastics).		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in rhythmic gymnastics. Based on the knowledge of the structural and biomechanical characteristics of the technical and choreographic elements, the student will be able to choose the contents, workloads and methods suitable for acquiring motor skills for the performance of the technical and choreographic elements.		



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	The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - - apply theoretical and practical knowledge of methods of teaching and practicing technical elements in rhythmic gymnastics - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of the technical elements 		
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in rhythmic gymnastics 2. Choreography and tactics of choosing choreographic elements in rhythmic gymnastics 3. Theoretical basics of learning and teaching in rhythmic gymnastics 4. Basic pedagogical and didactic principles in technical and tactical training of rhythmic gymnasts 5. Basic methodical principles in the training of rhythmic gymnasts 6. Organizational and methodical forms of training rhythmic gymnasts 7. Locations, equipment and training aids in rhythmic gymnastics 8. Organizational forms in the preparation of rhythmic gymnasts for competition in rhythmic gymnastics 9. Classification of teaching methods for the acquisition of motor skills in rhythmic gymnastics 10. Specific methodical procedures for teaching technique in rhythmic gymnastics 11. Stages of learning and teaching the technical elements in rhythmic gymnastics 12. Elementary teaching of technical elements in rhythmic gymnastics <p>Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching the technical elements, and 25% to learning and teaching the creation of choreography (22.5L +22.5PC)</p>		
2.6. Types of teaching:	<p>x lectures</p> <p>x seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p>	<p>x independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p>	2.7. Comments:



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	2	Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams	3	Term paper	6
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 10% Term paper – 40% Practical work – 40% Preliminary exam – 10%			
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
	Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign, IL: Human Kinetics.	0		
	Wolf-Cvitak, J. (2004). Ritmička gimnastika (Rhythmic Gymnastics). Kugler.	6		
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> Weingerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki (The Second Step in Rhythmic Gymnastics). Ljubljana: Fakulteta za šport, Inštitut za šport. Vajngerl, B., Košir, A. (2006). Trečji korak v ritmični gimnastiki (The Third Step in Rhythmic Gymnastics). Ljubljana: Fakulteta za šport, Inštitut za šport. 			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan- Mandić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (RHYTHMIC GYMNASTICS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Josipa Radaš, Ph.D. <u>External Associate</u> M. Sc. Melita Kolarec, M. Sc., Lecturer	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	Achieved ECTS credits from the course Teaching Methodology II (Rhythmic Gymnastics).		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in rhythmic gymnastics. Based on the knowledge of the structural and biomechanical characteristics of the technical and choreographic elements, the student will be able to choose the contents, workloads and methods suitable for acquiring motor skills for the performance of the technical and choreographic elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. - apply theoretical and practical knowledge of methods of teaching and practicing technical elements in rhythmic gymnastics		



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	<ol style="list-style-type: none"> 2. differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of successful execution of the technical elements 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in rhythmic gymnastics 2. Situational improvement of technical elements in rhythmic gymnastics 3. Competitive improvement of technical elements in rhythmic gymnastics 4. Principles of learning and teaching in rhythmic gymnastics – individualization 5. Principles of learning and teaching in rhythmic gymnastics – intensification 6. The process of teaching in rhythmic gymnastics: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The teaching process in rhythmic gymnastics: a demonstration of a motor task 8. The process of teaching in rhythmic gymnastics: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in rhythmic gymnastics: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The teaching process in rhythmic gymnastics: correcting motor errors 11. The process of teaching in rhythmic gymnastics: final control of the correctness of the motor task execution 12. Specificities of methodical learning and teaching procedures in rhythmic gymnastics. The process of methodologies for learning and teaching the technical elements of particular disciplines dominates. The total number of scheduled lessons will be predominantly focused on acquiring and refining the execution of the elements of technique and creating choreography for the senior category. Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching the technical elements, and 25% to learning and teaching the creation of choreography (22.5L +22.5PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>× independent tasks</p>	<p>2.7. Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 10% Written exam – 30% Term paper – 20% Practical work – 10% Oral exam – 30%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Jastrjemskaia, N., Titov, Y. (1998). Rhythmic Gymnastics. Champaign, IL: Human Kinetics.				0	
	Wolf-Cvitak, J. (2004). Ritmička gimnastika (Rhythmic Gymnastics). Kugler.				6	
2.12. Supplementary literature (at the time of application of the study programme proposal)	3. Vajngerl, B., Žilavec, S. (2000). Drugi korak v ritmični gimnastiki (The Second Step in Rhythmic Gymnastics). Ljubljana: Fakulteta za šport, Inštitut za šport. 4. Vajngerl, B., Košir, A. (2006). Tretji korak v ritmični gimnastiki (The Third Step in Rhythmic Gymnastics). Ljubljana: Fakulteta za šport, Inštitut za šport.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan- Mandić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN RHYTHMIC GYMNASTICS 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		
2. 5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC) 		



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2. 6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2. 7th Comments:			
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks				
	x practical classes	<input type="checkbox"/> laboratory classes				
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring				
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)				
	<input type="checkbox"/> fieldwork					
2. 8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2. 10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan- Mandić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN RHYTHMIC GYMNASTICS 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		



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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:		
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12th	Supplementary literature (at the time of application of the study programme proposal)						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Gordana Furjan- Mandić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN RHYTHMIC GYMNASTICS 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		



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<p>2.5th Course content broken down in detail by the course schedule</p>	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
<p>2.6th Types of teaching:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>Attendance, active participation in class, problem solving tasks.</p>				
<p>2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>Experimental work</p>	<p>Written exam</p>	<p>Project</p>	<p></p>
	<p>Essay</p>	<p></p>	<p>Research</p>	<p>Practical work</p>	<p>x</p>
	<p>Preliminary exams</p>	<p></p>	<p>Report</p>	<p>(other)</p>	<p></p>
	<p></p>	<p></p>	<p>Term paper</p>	<p>(other)</p>	<p></p>
	<p></p>	<p></p>	<p>Oral exam</p>	<p>(other)</p>	<p></p>
<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Evaluation of independent implementation of training by the expert team.</p>				
<p>2.11th Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p></p>			<p></p>	<p></p>



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2.12th Supplementary literature (at the time of application of the study programme proposal)	
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Igor Glavičić, Nominal Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (DIVING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asim Bradić, Ivan Drviš, Ph.D., Nominal Lecturer Bogdan Celinić, External Associate	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course Teaching Methodology II - Diving is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of diving competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in diving. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents,		



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	workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in diving - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods for teaching divers - analyse and evaluate the level of motor performance of divers - to determine the existence of motor errors in diving - choose methodical procedures for correcting motor errors in diving - determine the final level of successful execution of a technical or technical-tactical element in diving 		
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 3L +3PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in diving 2. Tactics and tactical preparedness in diving 3. Theoretical basics of learning and teaching in diving 4. Basic pedagogical and didactic principles in technical and tactical training of divers 5. Basic methodical principles in technical and tactical training of divers 6. Organizational and methodical forms of technical-tactical training of divers 7. Locations, equipment and aids in technical and tactical training of diving 8. Organizational forms in the technical and tactical preparation of athletes in diving 9. Classification of teaching methods for the acquisition of motor skills in diving 10. Phases of learning and teaching the technical elements in diving 11. Elementary teaching of technical elements in diving 12. Specific methodical procedures for teaching the technique in diving 13. The process of teaching in diving: a description and explanation of the structural, biomechanical and anatomical features of a motor task 14. The process of teaching in diving: a demonstration of a motor task 15. The process of teaching in diving: motor errors in the execution of a motor task - a structural and biomechanical approach 		
2.6. Types of teaching:	x lectures	× independent tasks	2.7. Comments:



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media	
	Soldo, A., Z. Valić, I. Glavičić, B. Jurman, I. Drviš (2013). Ronjenje (Diving). Split: Sveučilište u Splitu, Hrvatska olimpijska akademija.		5			
	Ricardson, D. (2010). Instructor Manual. USA: PADI.		2			
	Glavičić, I., Jurman, B. (2006). Dubinsko ronjenje (Deep Diving). Zagreb: Hrvatski ronilački savez.		5			
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Ricardson, D. (2003). The Encyclopedia of Recreational Diving. USA: PADI. 2. Glavičić, I., Jurman, B. (2006). Noćno ronjenje (Night Diving). Zagreb: Hrvatski ronilački savez. 3. Gošović, S. (1990). Ronjenje u sigurnosti (Diving in Safety). Zagreb: Jumena					



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	<p>4. Gošović, S. i Gošović, G. (2008). Priručnik za komercijalna i mornarička dubinska ronjenja (Manual for Commercial and Navy Deep Diving). Zagreb: Laurana.</p> <p>5. Ergović, G. , Z. Ergović (2009). Ronilac s dvije zvijezde (Two Star Diver). Zagreb: Hrvatski ronilački savez.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Igor Glavičić, Nominal Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (DIVING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asim Bradić, Ivan Drviš, Ph.D., Nominal Lecturer Bogdan Celinić, External Associate	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course Teaching Methodology III - Diving is to acquaint students with the advanced methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of diving competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in diving. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in diving 2. differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined methods for teaching divers		



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	<ol style="list-style-type: none"> 4. analyse and evaluate the level of motor performance of divers 5. to determine the existence of motor errors in diving 6. choose methodical procedures for correcting motor errors in diving 7. determine the final level of successful execution of a technical or technical-tactical element in diving 					
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 3L +3PC except for topic 9 which is broken down by sport disciplines and covered in 21L +21PC)</p> <ol style="list-style-type: none"> 1. The process of teaching in diving: evaluating motor performance - detecting motor errors (causes and consequences) 2. The process of teaching in diving: correcting motor errors 3. The process of teaching in diving: final control of the correctness of the motor task execution 4. Learning and teaching principles in diving – individualization 5. Learning and teaching principles in diving – intensification 6. Advanced teaching of technical elements in diving 7. Situational improvement of technical elements in diving 8. Competitive improvement of technical elements in diving 9. Specificities of methodical learning and teaching procedures in diving. The process of methodologies for learning and teaching the technical elements of particular competitive disciplines in diving dominates. Diving is not rich in tactical elements, so the total schedule will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 85% will be devoted to learning and teaching technical elements, and 15% to learning and teaching tactics (21L +21PC) 					
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	<p>2</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	



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<i>ECTS credits corresponds to the credit value of the course):</i>	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Soldo, A., Z. Valić, I. Glavičić, B. Jurman, I Drviš (2013). Ronjenje (Diving). Split: Sveučilište u Splitu, Hrvatska olimpijska akademija.			5		
	Ricardson, D. (2010). Instructor Manual. USA: PADI.			2		
	Glavičić, I., Jurman, B. (2006). Dubinsko ronjenje (Deep Diving). Zagreb: Hrvatski ronilački savez.			5		
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Ricardson, D. (2003). The Encyclopedia of Recreational Diving. USA: PADI. 2. Glavičić, I., Jurman, B. (2006). Noćno ronjenje (Night Diving). Zagreb: Hrvatski ronilački savez. 3. Gošović, S. i Gošović, G. (2008). Priručnik za komercijalna i mornarička dubinska ronjenja (Manual for Commercial and Navy Deep Diving). Zagreb: Laurana. 4. Gošović, S. (1990). Ronjenje u sigurnosti (Diving in Safety). Zagreb: Jumena 5. Ergović, G. , Z. Ergović (2009). Ronilac s dvije zvijezde (Two Star Diver). Zagreb: Hrvatski ronilački savez.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nada Grčić-Zubčević	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN DIVING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2. 5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2. 6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2. 7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2. 8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2. 10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nada Grčić-Zubčević	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN DIVING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12th Supplementary literature (at the time of application of the study programme proposal)						
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Nada Grčić-Zubčević	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN DIVING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	Written exam	Project	
		Experimental work	Research	Practical work	x
		Essay	Report	(other)	
		Preliminary exams	Term paper	(other)	
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Dinko Vuleta	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (HANDBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Ph.D. Igor Gruić, Ph.D., Senior Assistant Asst. Prof. Katarina Ohnjec	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in handball. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and handball - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 		
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Technique, technical preparedness and technical preparation in handball 2. Tactics, tactical preparedness and tactical preparation in handball 3. Theoretical basics of learning and teaching in handball 4. Basic pedagogical and didactic principles in technical and tactical training of handball players 5. Basic methodical principles in technical and tactical training of handball players 6. Organizational and methodical forms of technical-tactical training of handball players 7. Locations, equipment and aids in technical and tactical training of handball 8. Organizational forms in the technical and tactical preparation of athletes in handball 9. Classification of teaching methods for the acquisition of motor skills in handball 10. Specific methodical procedures for teaching the technique in handball 11. Phases of learning and teaching the technical elements in handball 12. The specificities of methodological methods of learning and teaching procedures in handball are dominated by the process of methodologies of learning and teaching the tactical elements of particular disciplines. Handball is very rich in tactical elements, so the total schedule will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 25% will be devoted to the learning and teaching of technical elements, and 75% to the learning and teaching of individual, group and collective tactics in the defense and attack phases. (22L +22PC) 		
<p>2.6th Types of teaching:</p>	<p>x lectures</p>	<p>× independent tasks</p>	<p>2.7th Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Foretić, N. Rogulj, N. (2009). Škola rukometa (Handball School)			0		
	Milanović, D. (2013). Teorija treninga (Theory of Training). Kineziologija sporta (Kinesiology of Sport). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu			10		
	Malić, Z., Dvoršek, B. (2011). Rukomet-pogled s klupe (2. izdanje) (Handball - The View from the Bench). Kustoš: Zagreb			8		
	Radić, N. (2012). Rukomet od početnika do vrhunskog igrača (Handball from the Beginner to the Top Player). Vlastita naknada i RD Ribnica RIKO hiše.			3		



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<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<ol style="list-style-type: none">1. Šimenc Z., K. Pavlin, and D. Vuleta (1998). Osnove taktike rukometne igre (Basics of Handball Tactics), Zagreb: Fakultet za fizičku kulturu.2. Rogulj, N. (2009). <i>Modeli taktike u rukometu (Models of Tactics in Handball)</i>. Znanstveno-sportsko društvo Grifon, Split.3. Rimanić, I., Vuleta, D. (2011). Metodika poučavanja različitih varijanti u napadu na obranu 5:1 kroz vježbe grupne i kolektivne taktike te metodika poučavanja tehničko-taktičkog djelovanja igre u obrani 5:1 kroz vježbe grupne i kolektivne taktike (Methods of Teaching Different Attack Variants on 5:1 Defense through Exercises of Group and Collective Tactics, and Methods of Teaching the Technical and Tactical Game in 5:1 Defense through Exercises of Group and Collective Tactics). Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.- 23.01.2011. (elektronsko izdanje)4. Šoštarčić, N., B. Dvoršek (2011). Metodika poučavanja i usavršavanja „brzog centra“ te „kontranapada“ kroz elemente grupnog te-ta djelovanja (2-3-4 igrača) a kao sredstvo „brze igre“ u suvremenom rukometu (Methods of Teaching and Improving the "Fast Center" and "Counterattack" Through the Elements of Technical-Tactical Group Action (2-3-4 Players) as a Means of Achieving a "Fast Game" in Modern Handball. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.- 23.01.2011. (elektronsko izdanje)5. Zvonarek, N. (2011). Stupnjevito poučavanje (početna i napredna), individualnog TE-TA djelovanja za pojedina igračka mjesta u fazi napada (Stage-by-stage Teaching (Beginner and Advanced) of Individual Technical-tactical Actions for Individual Player Positions in the Attack Phase). Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.- 23.01.2011. (elektronsko izdanje)
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Dinko Vuleta	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (HANDBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Ph.D. Igor Gruić, Ph.D., Senior Assistant Asst. Prof. Katarina Ohnjec	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in handball. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.2. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and handball		



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	<ol style="list-style-type: none"> 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of successful execution of a technical or technical-tactical element 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 13 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Elementary teaching of technical elements in handball 2. Advanced teaching of technical elements in handball 3. Situational improvement of technical elements in handball 4. Competitive improvement of technical elements in handball 5. Learning and teaching principles in handball – individualization 6. Learning and teaching principles in handball – intensification 7. The process of teaching in handball: a description and explanation of the structural, biomechanical and anatomical features of a motor task 8. The process of teaching in handball: demonstration of the execution of a technical and technical-tactical task 9. The process of teaching in handball: evaluating motor performance - detecting motor errors (causes and consequences) 10. The process of teaching in handball: motor errors in the execution of a motor task - a structural and biomechanical approach 11. The process of teaching in handball: correcting motor errors 12. The process of teaching in handball: final control of the correctness of the motor task execution 13. The specificities of methodological methods of learning and teaching procedures in handball are dominated by the process of methodologies of learning and teaching the tactical elements of particular disciplines. Handball is very rich in tactical elements, so the total schedule will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 25% will be devoted to the learning and teaching of technical elements, and 75% to the learning and teaching of individual, group and collective tactics in the defense and attack phases. (22L +22PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>x independent tasks</p>	<p>2.7. Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of Students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Foretić, N. Rogulj, N. (2009). Škola rukometa (Handball School)				2	
	2. Milanović, D. (2013). Teorija treninga (Theory of Training). Kineziologija sporta (Kinesiology of Sport). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.				10	
	3. Malić, Z., Dvoršek, B. (2011). Rukomet-pogled s klupe (2. izdanje) (Handball - The View from the Bench). Kustoš: Zagreb					
	4. Radić, N. (2012). Rukomet od početnika do vrhunskog igrača (Handball from the Beginner to the Top Player). Vlastita naknada i RD Ribnica RIKO hiše. Dvoršek, B., 3. Mlinarić, Z. (2012). Praktikum za rad sa mlađim					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<p>dobnim kategorijama (Practicum for Working with Younger Age Categories). Hrvatski rukometni savez -Udruga trenera</p> <p>5. Rogulj Nenad (2014.) Između vratnica Between the Goal Posts). Znanstveno-sportsko društvo Grifon, Split.</p>		
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<ol style="list-style-type: none"> 1. Šimenc Z., K. Pavlin, and D. Vuleta (1998). Osnove taktike rukometne igre (Basics of Handball Tactics), Zagreb: Fakultet za fizičku kulturu. 2. Rogulj, N. (2009). <i>Modeli taktike u rukometu (Models of Tactics in Handball)</i>. Znanstveno-sportsko društvo Grifon, Split. 3. Rimanić, I., Vuleta, D. (2011). Metodika poučavanja različitih varijanti u napadu na obranu 5:1 kroz vježbe grupne i kolektivne taktike te metodika poučavanja tehničko-taktičkog djelovanja igre u obrani 5:1 kroz vježbe grupne i kolektivne taktike (Methods of Teaching Different Attack Variants on 5:1 Defense through Exercises of Group and Collective Tactics, and Methods of Teaching the Technical and Tactical Game in 5:1 Defense through Exercises of Group and Collective Tactics). Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.- 23.01.2011. (elektronsko izdanje) 4. Šoštarić, N., B. Dvoršek (2011). Metodika poučavanja i usavršavanja „brzog centra“ te „kontranapada“ kroz elemente grupnog te-ta djelovanja (2-3-4 igrača) a kao sredstvo „brze igre“ u suvremenom rukometu (Methods of Teaching and Improving the "Fast Center" and "Counterattack" Through the Elements of Technical-Tactical Group Action (2-3-4 Players) as a Means of Achieving a "Fast Game" in Modern Handball. Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.- 23.01.2011. (elektronsko izdanje) 5. Zvonarek, N. (2011). Stupnjevito poučavanje (početna i napredna), individualnog TE-TA djelovanja za pojedina igračka mjesta u fazi napada (Stage-by-stage Teaching (Beginner and Advanced) of Individual Technical-tactical Actions for Individual Player Positions in the Attack Phase). Zbornik radova XXXV. Seminar rukometnih trenera, Zadar, 21.01.- 23.01.2011. (elektronsko izdanje) 		
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course material</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Dinko Vuleta	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN HANDBALL 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2. 5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2. 6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2. 7th Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2. 8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2. 10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Dinko Vuleta	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN HANDBALL 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		



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Sveučilište u Zagrebu

2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:	
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Dinko Vuleta	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN HANDBALL 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
		Oral exam	(other)		
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (SKIING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Vjekoslav Cigrovski Asst. Prof. Nikola Prlednda Ph.D. Krešimir Šamija, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical elements in accordance with age categories, quality level of performance and the ranking of skiing competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in skiing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in skiing.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in skiing - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance in skiing - determine the existence of motor errors in skiing - choose methodical procedures for correcting motor errors in skiing - determine the final level of successful execution of a technical or technical-tactical element in skiing 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC, except topics number 2, 6 and 7, which are covered in 1.5L +1.5PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in skiing 2. Tactics and tactical preparedness in skiing 3. Theoretical basics of learning and teaching in skiing 4. Basic pedagogical and didactic principles in technical and tactical training of skiers 5. Basic methodical principles in technical and tactical training of skiers 6. Organizational and methodical forms of technical-tactical training of skiers 7. Locations, equipment and aids in technical and tactical training of skiing 8. Organizational forms in the technical and tactical preparation of athletes in skiing 9. Classification of teaching methods for the acquisition of motor skills in skiing 10. Specific methodical procedures for teaching the technique in skiing 11. Phases of learning and teaching the technical elements in skiing 12. Elementary teaching of technical elements in skiing 				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno (Let's Ski Together). Zagreb: Europapress holding i FERBOS inženjering.				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Cigrovski, V., Božić, I., Prlenda, N. (2012). The Influence of Motor Abilities on Learning of Alpine Ski Technique. SportLogia, 8 (2), 188-201.					
	Cigrovski, V., Matković, B., Matković, R.B. (2010). Can We Make Alpine Ski Learning More Efficient by Omitting the Snow-Plow Technique? SportLogia, 6 (2), 51-57.					
	Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja (Our Skiing, Alpine Skiing Theory and Methodology). Ljubljana: SZS-ZUTS.					
2.13. Quality assurance methods that provide the acquisition of output competences	Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga (Skiing, Technique, Methodology and Training Basics). Zagreb: Graphis.					
	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (SKIING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Vjekoslav Cigrovski Asst. Prof. Nikola Prlednda Ph.D. Krešimir Šamija, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical elements in accordance with age categories, quality level of performance and the ranking of skiing competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in skiing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in skiing.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in skiing 2. differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods		



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	<ol style="list-style-type: none"> 4. analyse and evaluate the level of motor performance in skiing 5. determine the existence of motor errors in skiing 6. choose methodical procedures for correcting motor errors in skiing 7. determine the final level of successful execution of a technical or technical-tactical element in skiing 	
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes (each teaching topic is covered in 2L +2PC, except topics number 7, 11 and 12, which are covered in 1.5L +1.5PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in skiing 2. Situational improvement of technical elements in skiing 3. Competitive improvement of technical elements in skiing 4. Learning and teaching principles in skiing – individualization 5. Learning and teaching principles in skiing – intensification 6. The process of teaching in skiing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in skiing: a demonstration of a motor task 8. The process of teaching in skiing: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in skiing: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching in skiing: correcting motor errors 11. The process of teaching in skiing: final control of the correctness of the motor task execution 12. Specificities of methodical learning and teaching procedures in skiing: Since skiing belongs to monostructural sports, which are poor in tactical elements, the total schedule will be predominantly focused on acquiring and refining the execution of skiing technique elements. Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching skiing tactics 	
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p> <p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>	



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Matković, B., Ferenčak, S., Žvan, M. (2004). Skijajmo zajedno (Let's Ski Together). Zagreb: Europapress holding i FERBOS inženjering.				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Cigrovski, V., Božić, I., Prlenda, N. (2012). The Influence of Motor Abilities on Learning of Alpine Ski Technique. SportLogia, 8 (2), 188-201. Cigrovski, V., Matković, B., Matković, R.B. (2010). Can We Make Alpine Ski Learning More Efficient by Omitting the Snow-Plow Technique? SportLogia, 6 (2), 51-57. Lešnik, B., Žvan, M. (2007). Naše smučine, teorija in metodika alpskega smučanja (Our Skiing, Alpine Skiing Theory and Methodology). Ljubljana: SZS-ZUTS. Jurković, N., Jurković, D. (2003). Skijanje, tehnika, metodika i osnove treninga (Skiing, Technique, Methodology and Training Basics). Zagreb: Graphis.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN SKIING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2. 1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2. 2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2. 3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2. 4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2. 5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2. 6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2. 7th Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2. 8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2. 9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2. 10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2. 11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN SKIING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12th Supplementary literature (at the time of application of the study programme proposal)						
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Bojan Matković	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN SKIING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	Written exam	Project	
		Experimental work	Research	Practical work	x
		Essay	Report	(other)	
		Preliminary exams	Term paper	(other)	
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature <i>(available in the library and through other media)</i>	Title	Number of copies in the library	Availability through other media	
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Kamenka Živčić Marković Asst. Prof. Tomislav Krističević	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (ARTISTIC GYMNASTICS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Željko Hraski <u>External Associates:</u> Full Professor Ivan Čuk Bojan Šinkovec, prof. Željko Jambrović, prof. Aida Badic, prof. Mario Možnik, prof. mr.sc. Ratko Vuković, M.Sc.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in artistic gymnastics. Based on the knowledge of the structural and biomechanical characteristics of the technical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills to perform the elements of the technique and to create freestyle exercises on all the artistic gymnastics equipment. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing elements of the technique and freestyle exercises - differentially apply different methods of giving information with regard to the participants' capabilities in recreational and top-level artistic gymnastics. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of success in the execution of an individual element of the technique or the freestyle exercise in its entirety 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in artistic gymnastics 2. Theoretical basics of learning and teaching in artistic gymnastics 3. Basic pedagogical and didactic principles in technical and tactical training of athletes 4. Basic methodical principles in technical and tactical training of athletes 5. Organizational and methodical forms of technical training in artistic gymnastics 6. Locations, equipment and aids in technical and tactical training of artistic gymnastics 7. Organizational forms in the technical preparation of athletes in artistic gymnastics 8. Classification of teaching methods for the acquisition of motor skills in artistic gymnastics 9. Specific methodical procedures for teaching the technique in artistic gymnastics 10. Stages of learning and teaching the elements of technique in artistic gymnastics 11. Elementary teaching of the elements of technique in artistic gymnastics 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>× independent tasks</p>	<p>2.7. Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). <u>Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici</u> (Diagnosis and Scientific Verification of the Methodical Learning Procedure in Artistic Gymnastics). <i>Odgojne znanosti</i> , 1(15): 159-180.				1	http://hrcak.srce.hr/
	Živčić, Kamenka; Hraski, Željko; Šadura, Tatjana (1997). <u>Detekcija karakterističnih grešaka rane faze učenja premeta naprijed</u> (The Detection of Characteristic Errors in the Early Stage of Learning the Front Handspring) <i>Hrvatski športskomedicinski vjesnik</i> . 12, 1; 25-32.				5	
	Živčić, K., Krističević, T. (2008). <u>Specifične pripremne vježbi u akrobatici</u> (Specific Preparatory Exercises in Acrobatics). <i>Kondicijski trening</i> (Physical Conditioning). 6, 1: 22-29.				10	http://stariweb.u kth.hr/



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2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none">1. Science of Gymnastics Journal. Ljubljana: Fakulteta za šport Univerze v Ljubljani. 1 (1), 1,2,3 (2).2. Živčić, Kamenka; Matković, Bramka, Trajkovski Biljana (1999). <u>Ozljede u sportskoj gimnastici</u> (Injuries in Artistic Gymnastics). // <i>Hrvatski sportsko medicinski vjesnik</i>. 14 (1999), 2-3; 73-77.3. Kamenka Živčić Marković; Maja Vukelja; Danijela Šeparović. (2012). <u>Specifična kondicijska priprema gimnastičkog stoja na rukama</u> (Specific Physical Conditioning of the Gymnastic Handstand). Ur. Jukić, Igor. Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 458-463.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Kamenka Živčić Marković Asst. Prof. Tomislav Krističević	1.6. Year of study	3rd
1.2. Course title	TEACHING METHODOLOGY III (ARTISTIC GYMNASTICS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Željko Hraski <u>External Associates:</u> Full Professor Ivan Čuk Bojan Šinkovec, prof. Željko Jambrović, prof. Aida Badic, prof. Mario Možnik, prof. mr.sc. Ratko Vuković, M.Sc.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical learning and teaching procedures in different disciplines of artistic gymnastics. Based on the knowledge of the structural and biomechanical characteristics of the technical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills to perform the elements of the technique and to create freestyle exercises on all the artistic gymnastics equipment. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ol style="list-style-type: none"> 1. apply theoretical and practical knowledge of methods of teaching and practicing elements of the technique and freestyle exercises 2. differentially apply different methods of giving information with regard to the participants' capabilities in recreational and top-level artistic gymnastics. 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of success in the execution of an individual element of the technique or the freestyle exercise in its entirety 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of the elements of technique in artistic gymnastics 2. Situational refining of elements of technique in artistic gymnastics 3. Competitive improvement of the elements of technique in artistic gymnastics 4. Principles of learning and teaching in artistic gymnastics – individualization 5. Principles of learning and teaching in artistic gymnastics – intensification 6. The process of teaching in artistic gymnastics: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The teaching process in artistic gymnastics: a demonstration of a motor task 8. The process of teaching in artistic gymnastics: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in artistic gymnastics: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The teaching process in artistic gymnastics: correcting motor errors 11. The process of teaching in artistic gymnastics: final control of the correctness of the execution of the elements of the technique and the exercises in their entirety 		
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5
	Experimental work		Research	
	Essay		Report	(other)
	Preliminary exams		Term paper	1.5
			Oral exam	3
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Živčić, K., Breslauer, N., Stibilj-Batinić, T. (2008). <u>Dijagnosticiranje i znanstveno verificiranje metodičkog postupka učenja u sportskoj gimnastici</u> (Diagnosis and Scientific Verification of the Methodical Learning Procedure in Artistic Gymnastics). <i>Odgojne znanosti</i> , 1(15): 159-180.		1	http://hrcak.srce.hr/
	Živčić, Kamenka; Hraski, Željko; Šadura, Tatjana (1997). <u>Detekcija karakterističnih grešaka rane faze učenja premeta naprijed</u> (The Detection of Characteristic Errors in the Early Stage of Learning the Front Handspring) <i>Hrvatski športskomedicinski vjesnik</i> . 12, 1; 25-32.		5	
	Živčić, K., Krističević, T. (2008). <u>Specifične pripremne vježbi u akrobatici</u> (Specific Preparatory Exercises in Acrobatics). <i>Kondicijski trening (Physical conditioning)</i> . 6, 1: 22-29.		10	http://stariweb.u.kth.hr/
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. <i>Science of Gymnastics Journal</i> . Ljubljana: Fakulteta za šport Univerze v Ljubljani. 1 (1), 1,2,3 (2). 5. Živčić, Kamenka; Matković, Bramka, Trajkovski Biljana (1999). <u>Ozljede u sportskoj gimnastici</u> (Injuries in Artistic Gymnastics). // <i>Hrvatski sportsko medicinski vjesnik</i> . 14 (1999), 2-3; 73-77.			



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	6. Kamenka Živčić Marković; Maja Vukelja; Danijela Šeparović. (2012). <u>Specifična kondicijska priprema gimnastičkog stoja na rukama</u> (Specific Physical Conditioning of the Gymnastic Handstand). Ur. Jukić, Igor. Zagreb : Kineziološki fakultet Sveučilišta u Zagrebu, Udruga kondicijskih trenera Hrvatske, 458-463.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Kamenka Živčić Marković	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN ARTISTIC GYMNASTICS 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC) 		



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2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:	
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks		
x practical classes	<input type="checkbox"/> laboratory classes			
<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
<input type="checkbox"/> fieldwork				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	Written exam	Project	
	Experimental work	Research	Practical work	x
	Essay	Report	(other)	
	Preliminary exams	Term paper	(other)	
		Oral exam	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Kamenka Živčić Marković	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN ARTISTIC GYMNASTICS 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail by the course schedule	- Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:	
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Kamenka Živčić Marković	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN ARTISTIC GYMNASTICS 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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<p>2.5th Course content broken down in detail by the course schedule</p>	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
<p>2.6th Types of teaching:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>Attendance, active participation in class, problem solving tasks.</p>				
<p>2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i></p>	<p>Attendance</p>	<p>Experimental work</p>	<p>Written exam</p>	<p>Project</p>	<p>Practical work x</p>
	<p>Essay</p>	<p>Preliminary exams</p>	<p>Report</p>	<p>(other)</p>	
	<p></p>	<p></p>	<p>Term paper</p>	<p>(other)</p>	
	<p></p>	<p></p>	<p>Oral exam</p>	<p>(other)</p>	
<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Evaluation of independent implementation of training by the expert team.</p>				
<p>2.11th Required literature <i>(available in the library and through other media)</i></p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

2.12th Supplementary literature (at the time of application of the study programme proposal)	
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Andrea Čižmek, Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (ARCHERY)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in archery. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in the training of archery - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 23, which is taught only in lectures.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in archery 2. Tactics and tactical preparedness in archery 3. Theoretical basics of learning and teaching in archery 4. Basic pedagogical and didactic principles in technical and tactical training of athletes 5. Basic methodical principles in technical and tactical training of athletes 6. Organizational and methodical forms of technical-tactical training of athletes 7. Locations, equipment and aids in technical and tactical training of archery 8. Organizational forms in the technical and tactical preparation of athletes in archery 9. Classification of teaching methods for the acquisition of motor skills in archery 10. Specific methodical procedures for teaching the technique in archery 11. Phases of learning and teaching the technical elements in archery 12. Elementary teaching of technical elements in archery 13. Advanced teaching of technical elements in archery 14. Situational improvement of technical elements in archery 15. Competitive improvement of technical elements in archery 16. Learning and teaching principles in archery – individualization 17. Learning and teaching principles in archery – intensification 18. The process of teaching in archery: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in archery: a demonstration of a motor task 20. The process of teaching in archery: evaluating motor performance - detecting motor errors (causes and consequences)



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	21. The process of teaching in archery: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in archery: correcting motor errors 23. The process of teaching in archery: final control of the correctness of the motor task execution (2L)				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
	Čižmek, A. (2007). Metodčki postupci poučavanja osnova streličarstva (Methodical Procedures in Teaching the Basics of Archery). Diplomski rad. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		1		
	Rabska, D. i sur. (2004). Coaches Manual – Entry Level. FITA. Lausanne.		1		
	Findak, V. (1991), Metodčki organizacijski oblici rada u edukaciji, športu i športskoj rekreaciji (Methodical Organizational Forms of Work in Education, Sports and Physical Recreation), Hrvatski savez za športsku rekreaciju, Mentorex d.o.o., Zagreb		20		



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Sveučilište u Zagrebu

2.12. Supplementary literature (at the time of application of the study programme proposal)	Čižmek, A; Pavelić Karamatić, L. (2010). Individualizacija rada u treningu streličarstva mlađi dobnih kategorija (Individualization of Work in the Archery Training of Younger Age Categories). U: Findak, V. (ur.) 19. Ljetna škola kineziologa, Poreč, str. 312 – 316, Kineziološki fakultet Sveučilište u Zagrebu
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Andrea Čižmek, Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (ARCHERY)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in archery. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ol style="list-style-type: none"> 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in the training of archery 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of successful execution of a technical or technical-tactical element 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (teaching topic no.1 is covered only in 2PC and topic no. 2 is elaborated by types of sport branches and will be covered in 44L +44PC)</p> <ol style="list-style-type: none"> 1. The process of teaching in archery: final control of the correctness of the motor task execution (2PC) 2. Specificities of methodical learning and teaching procedures in archery. The process of methodologies for learning and teaching the technical elements of archery dominates. The total number of scheduled lessons will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching tactics (44L +44PC) 																																
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:																														
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments																																
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	<table border="1"> <tr><td>Attendance</td><td>0.5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Preliminary exams</td><td></td></tr> </table>	Attendance	0.5	Experimental work		Essay		Preliminary exams		<table border="1"> <tr><td>Written exam</td><td>1.5</td></tr> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Term paper</td><td>1.5</td></tr> <tr><td>Oral exam</td><td>3</td></tr> </table>	Written exam	1.5	Research		Report		Term paper	1.5	Oral exam	3	<table border="1"> <tr><td>Project</td><td></td></tr> <tr><td>Practical work</td><td>2</td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Project		Practical work	2	(other)		(other)		(other)			
Attendance	0.5																																
Experimental work																																	
Essay																																	
Preliminary exams																																	
Written exam	1.5																																
Research																																	
Report																																	
Term paper	1.5																																
Oral exam	3																																
Project																																	
Practical work	2																																
(other)																																	
(other)																																	
(other)																																	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%																																
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media																														



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	Čižmek, A. (2007). Metodčki postupci poučavanja osnova strelčarstva (Methodical Procedures in Teaching the Basics of Archery). Diplomski rad. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	1	
	Rabska, D. i sur. (2004). Coaches Manual – Entry Level. FITA. Lausanne.	1	
	Findak, V. (1991), Metodčki organizacijski oblici rada u edukaciji, športu i športskoj rekreaciji (Methodical Organizational Forms of Work in Education, Sports and Physical Recreation), Hrvatski savez za športsku rekreaciju, Mentorex d.o.o., Zagreb	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Čižmek, A; Pavelić Karamatić, L. (2010). Individualizacija rada u treningu strelčarstva mlađi dobnih kategorija (Individualization of Work in the Archery Training of Younger Age Categories). U: Findak, V. (ur.) 19. Ljetna škola kineziologa, Poreč, str. 312 – 316, Kineziološki fakultet Sveučilište u Zagrebu		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Andrea Čižmek, Lecturer	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN ARCHERY 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Andrea Čižmek, Lecturer	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN ARCHERY 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:	
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Andrea Čižmek, Lecturer	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN ARCHERY 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		



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<p>2.5th Course content broken down in detail by the course schedule</p>	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
<p>2.6th Types of teaching:</p>	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>Attendance, active participation in class, problem solving tasks.</p>				
<p>2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>Experimental work</p>	<p>Written exam</p>	<p>Project</p>	<p>Practical work x</p>
	<p>Essay</p>		<p>Report</p>	<p>(other)</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>(other)</p>	
			<p>Oral exam</p>	<p>(other)</p>	
<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Evaluation of independent implementation of training by the expert team.</p>				
<p>2.11th Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>



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2.12th Supplementary literature (at the time of application of the study programme proposal)	
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (SHOOTING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Krešimir Vrančić, Senior Sports Coach Specialist Krešimir Loborec, Senior Sports Coach Tomislav Lazić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in shooting. Based on the knowledge of the structural and biomechanical characteristics of the		



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	<p>technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in training shooting - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 23, which is taught only in lectures.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in shooting 2. Tactics and tactical preparedness in shooting 3. Theoretical basics of learning and teaching in shooting 4. Basic pedagogical and didactic principles in technical and tactical training of athletes 5. Basic methodical principles in technical and tactical training of athletes 6. Organizational and methodical forms of technical-tactical training of athletes 7. Locations, equipment and aids in technical and tactical training of shooting 8. Organizational forms in the technical and tactical preparation of athletes in shooting 9. Classification of teaching methods for the acquisition of motor skills in shooting 10. Specific methodical procedures for teaching the technique in shooting 11. Phases of learning and teaching the technical elements in shooting 12. Elementary teaching of technical elements in shooting 13. Advanced teaching of technical elements in shooting 14. Situational improvement of technical elements in shooting 15. Competitive improvement of technical elements in shooting 16. Learning and teaching principles in shooting – individualization 17. Learning and teaching principles in shooting – intensification 18. The process of teaching in shooting: a description and explanation of the structural, biomechanical and anatomical features of a motor task



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	<p>19. The process of teaching in shooting: a demonstration of a motor task 20. The process of teaching in shooting: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in shooting: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in shooting: correcting motor errors 23. The process of teaching in shooting: final control of the correctness of the motor task execution (2L)</p>				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija (Encyclopedia of Guns and Revolvers). Zagreb: Veble Commerce		3		
	Sertić, H. (2003). Kondicijska priprema strijelaca (Physical Conditioning of Shooters). U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog		10		



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	znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.		
	Vodopivec, V. i sur. (1977). Sportsko streljaštvo (Shooting Sports). Beograd: SSJ	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Sertić, H. (2003). Kondicijska priprema strijelaca (Physical Conditioning of Shooters). U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549. 2. 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. 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. 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>		

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (SHOOTING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Krešimir Vrančić, Senior Sports Coach Specialist Krešimir Loborec, Senior Sports Coach Tomislav Lazić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			



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2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in shooting. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in training shooting 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 4. analyse and evaluate the level of motor performance 5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of successful execution of a technical or technical-tactical element		
2.5. Course content broken down in detail by the course schedule	<u>Lectures and practical classes</u> (teaching topic no.1 is covered only in 2PC and topic no. 2 is elaborated by types of sport branches and will be covered in 44L +44PC) 1. The process of teaching in shooting: final control of the correctness of the motor task execution 2. Specificities of methodical learning and teaching procedures in shooting. The process of teaching and learning methodologies for the technical elements of shooting and its disciplines dominates. The total number of scheduled lessons will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching tactics (44L +44PC)		
2.6. Types of teaching:	x lectures	× independent tasks	2.7. Comments:



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Hartnik. A.E. (1997). Pištolji i revolveri enciklopedija (Encyclopedia of Guns and Revolvers). Zagreb: Veble Commerce				3	
	Sertić, H. (2003). Kondicijska priprema strijelaca (Physical Conditioning of Shooters). 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	
	Vodopivec, V. i sur. (1977). Sportsko streljaštvo (Shooting Sports). Beograd: SSJ				20	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Sertić, H. (2003). Kondicijska priprema strijelaca (Physical Conditioning of Shooters). U: Milanović, D., Jukić, I. (ur.), Zbornik radova međunarodnog znanstveno-stručnog skupa „Kondicijska priprema sportaša“, Zagreb: Kineziološki fakultet i Zagrebački športski savez. 542-549.					



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	<ol style="list-style-type: none">2. 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, 689-692.3. 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.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course material Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN SHOOTING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail by the course schedule	- Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN SHOOTING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		



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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:	
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN SHOOTING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	Written exam	Project	
		Experimental work	Research	Practical work	x
		Essay	Report	(other)	
		Preliminary exams	Term paper	(other)	
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Franjo Prot, 7th Dan	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (TAEKWONDO)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (46L +44PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with the sex, age and weight categories, quality level of performance and competition ranking.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	Prerequisite for enrolment is technical knowledge of taekwondo on the level of 2nd Dan, confirmed by the Croatian Taekwondo Federation.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in taekwondo. Based on the knowledge of structural and biomechanical characteristics of technical and technical-tactical elements the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the execution of technical and technical-tactical elements in the function of competition in sports combat and technical competitions (Poomsae and special techniques) The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in the training of taekwondo - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 23, which is taught only in lectures.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in taekwondo 2. Tactics and tactical preparedness in taekwondo 3. Theoretical basics of learning and teaching in taekwondo 4. Basic pedagogical and didactic principles in technical and tactical training of taekwondo 5. Basic methodical principles in technical and tactical training of athletes 6. Organizational and methodical forms of technical-tactical training of taekwondo athletes 7. Locations, equipment and aids in technical and tactical training of taekwondo 8. Organizational forms in the technical and tactical preparation of athletes in taekwondo 9. Classification of teaching methods for the acquisition of motor skills in taekwondo 10. Specific methodical procedures for teaching the technique in taekwondo 11. Phases of learning and teaching the technical elements in taekwondo 12. Elementary teaching of technical elements in taekwondo 13. Advanced teaching of technical elements in taekwondo 14. Situational improvement of technical elements in taekwondo 15. Competitive improvement of technical elements in taekwondo 16. Learning and teaching principles in taekwondo – individualization 17. Learning and teaching principles in taekwondo – intensification 18. The process of teaching in taekwondo: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in taekwondo: a demonstration of a motor task



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	20. The process of teaching in taekwondo: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in taekwondo: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in taekwondo: correcting motor errors 23. The process of teaching in taekwondo: final control of the correctness of the motor task execution (2L)				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
	Kukkiwon (2005) Taekwondo Textbook. Kukkiwon. Publisher: Osung, Seoul: 788 pages		2		



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	Willy Pieter, and John Heijmans (2000) Scientific Coaching for Olympic Taekwondo. Meyers & Meyers.	2	
	Yong Sup (2006) Competitive Taekwondo. Human kinetic publisher	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. BLEČIĆ, Branimir (2008) Igre kao dopunski sadržaji taekwondo treninga djece (Games as Supplementary Contents of Taekwondo Training for Children)/ Branimir Blečić ; mentor prof.dr.sc.Franjo Prot. – Zagreb : Kineziološki fakultet, 2008. - 45 str. : ilustr.; 30 cm. - (Diplomski rad, VII stupanj) 2. ROCA, Antonijo (2003) Plan i program priprema za polaganje majstorskog zvanja 1. DAN (Plan and Programme of the Preparations for the Master Level 1stDan)/ Antonijo Roca ; mentor: prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2003. - 49 str. : ilustr. ; 30 cm. - (Diplomski rad na KF, VI stupanj) 3. IVANKOVIĆ, Mirislav (2001) "Taeg il jang"-obavezni sastav kao metoda obuke osnovne tehnike ("Taeg il Jang" - a Compulsory Form as a Method of Basic Technique Training) / Miroslav Ivanković ; mentor: doc.dr.sc. Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 2001. - 47 str. : ilustr. ; 30 cm. - (Diplomski rad na FFK, VI stupanj) 4. DUSPARA, Zoran (2000) Taeguk il chang - obavezni sastav kao metoda obuke osnovne tehnike (Taeguk il Chang - a Compulsory Form as a Method of Basic Technique Training). Zoran Duspara; mentor: doc.dr.sc. Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 2000. - 46 str. : ilustr. ; 30 cm. - (Diplomski rad na FFK, VI stupanj) 5. TANDARA, Dinko (2003) Taekwondo-sparing na jedan korak (Taekwondo One-Step Sparring) / Dinko Tandara ; mentor: prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2003. - 48 str. : ilustr. ; 30 cm. - (Diplomski rad na KF, VI stupanj) 6. MARIĆ, Siniša (2004) Zahvati i tehnike onesposobljavanja i provođenja hosinsul taekwondo samoobrana (Grips and Techniques for Disabling and Implementing Hosinsul Self-Defense in Taekwondo)/ Siniša Marić ; mentor:prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2004. - 42 str. : ilustr. ; 30 cm. - (Diplomski rad na KF, VI stupanj) 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Franjo Prot, 7th Dan	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (TAEKWONDO)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with the sex, age and weight categories, quality level of performance and competition ranking.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	Prerequisite for enrolment is technical knowledge of taekwondo on level 2. Dan, confirmed by the Croatian Taekwondo Federation.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in taekwondo. Based on the knowledge of structural and biomechanical characteristics of technical and technical-tactical elements the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the execution of technical and technical-tactical elements in the function of competition in sports combat and technical competitions (Poomsae and special techniques) The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: 1. apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements 2. differentially apply different methods of giving information with regard to the participants' capabilities in the training of taekwondo 3. differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods		



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	<p>4. analyse and evaluate the level of motor performance 5. determine the existence of motor errors 6. choose methodical procedures for correcting motor errors 7. determine the final level of successful execution of a technical or technical-tactical element</p>				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (teaching topic no.1 is covered only in 2PC and topic no. 2 which is elaborated by types of sports branches and will be covered in 44L+44PC)</p> <p>1. The process of teaching in taekwondo: final control of the correctness of the motor task execution 2. Specificities of methodical learning and teaching procedures in taekwondo: specific procedures for teaching punches, kicks, blocking of throwing techniques, self-defense techniques and special techniques (breaking). Technical and tactical combinations in the standing position. Connecting different taekwondo structures in the function of fighting tactics. Of the total number of scheduled lesson times, approximately 40% will be devoted to learning and teaching technical elements, and 60% to learning and teaching tactics (44L +44PC)</p>				
2.6. Types of teaching:	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>		<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28%</p>				



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	Oral exam – 33%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Kukkiwon (2005) Taekwondo Textbook. Kukkiwon. Publisher: Osung, Seoul: 788 pages	2	
	Willy Pieter, and John Heijmans (2000) Scientific Coaching for Olympic Taekwondo. Meyers & Meyers.	2	
	Yong Sup (2006) Competitive Taekwondo. Human kinetic publisher	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. BLEČIĆ, Branimir (2008) Igre kao dopunski sadržaji taekwondo treninga djece (Games as Supplementary Contents of Taekwondo Training for Children)/ Branimir Blečić ; mentor prof.dr.sc.Franjo Prot. – Zagreb : Kineziološki fakultet, 2008. - 45 str. : ilustr. ; 30 cm. - (Diplomski rad, VII stupanj) 2. ROCA, Antonijo (2003) Plan i program priprema za polaganje majstorskog zvanja 1. DAN (Plan and Programme of the Preparations for the Master Level of 1stDan)/ Antonijo Roca ; mentor: prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2003. - 49 str. : ilustr. ; 30 cm. - (Diplomski rad na KF, VI stupanj) 3. IVANKOVIĆ, Mirislav (2001) "Taeg il jang"-obavezni sastav kao metoda obuke osnovne tehnike ("Taeg il Jang" - a Compulsory Form as a Method of Basic Technique Training) / Miroslav Ivanković ; mentor: doc.dr.sc. Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 2001. - 47 str. : ilustr. ; 30 cm. - (Diplomski rad na FFK, VI stupanj) 4. DUSPARA, Zoran (2000) Taeguk il chang - obavezni sastav kao metoda obuke osnovne tehnike (Taeguk il Chang - a Compulsory Form as a Method of Basic Technique Training). Zoran Duspara; mentor: doc.dr.sc. Franjo Prot. - Zagreb : Fakultet za fizičku kulturu, 2000. - 46 str. : ilustr. ; 30 cm. - (Diplomski rad na FFK, VI stupanj) 5. TANDARA, Dinko (2003) Taekwondo-sparing na jedan korak (Taekwondo One-Step Sparring) / Dinko Tandara ; mentor: prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2003. - 48 str. : ilustr. ; 30 cm. - (Diplomski rad na KF, VI stupanj) 6. MARIĆ, Siniša (2004) Zahvati i tehnike onesposobljavanja i provođenja hosinsul taekwondo samoobrana (Grips and Techniques for Disabling and Implementing Hosinsul Self-Defense in Taekwondo)/ Siniša Marić ; mentor:prof.dr.sc. Franjo Prot. - Zagreb : Kineziološki fakultet, 2004. - 42 str. : ilustr. ; 30 cm. - (Diplomski rad na KF, VI stupanj) 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course material</p> <p>Monitoring and evaluation of independent work</p>		



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	Anonymous student evaluation survey on the quality assurance of the teaching process
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Franjo Prot	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN TAEKWONDO 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Observation during demonstration lessons conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) 		



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	- Helping and assisting in the process of sports preparation of children and young athletes (10PC)				
2.6th Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.				



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Franjo Prot	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN TAEKWONDO 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Assisting in a training carried out by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC) 		



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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:		
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.						
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project		
		Experimental work		Research		Practical work	x	
		Essay		Report		(other)		
		Preliminary exams		Term paper		(other)		
				Oral exam		(other)		
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.						
2.11th	Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media	
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>							
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.						



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Professor Franjo Prot	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN TAEKWONDO 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Petar Barbaros Tudor	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (TENNIS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Marijan Dugandžić, prof. Ico Humić, Senior Lecturer	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study programme	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1. 10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independantly teach and train tennis players. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to tennis players.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After passing the exam, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differently apply different methods of giving information with regard to the capabilities of tennis players - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, combined or visualization teaching methods - analyse and evaluate the level of motor performance of tennis players 				
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L+44PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in tennis 2. Tactics and tactical preparedness in tennis 3. Specific Methods for Teaching Tennis Technique 4. Basic methodical principles in technical and tactical tennis training 5. Basic methodical principles in physical conditioning in tennis 6. Basic methodical principles in technical and tactical tennis training 7. Basic methodical principles in physical conditioning in tennis 8. Training sets of technical-tactical training 9. Training sets in physical conditioning in tennis 10. Locations, equipment and aids in technical and tactical training in tennis 11. Locations, equipment and aids in physical conditioning in tennis 12. Technical and tactical preparation in tennis 				
<p>2.6. Types of teaching:</p>	<p>× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 33% Oral exam – 28%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Dugandžić, M. (2009). Osnove strategije i taktike (Basics of Strategy and Tactics). Skriptirani materijal.				2	
	Humić, I. (2008). Metodika teniskog treninga 2 (Training Methodology in Tennis 2). Skriptirani materijal.				2	
	Cayer, L. (2004). Tennis singles tactics, ITF, USA				1	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Filipčić, Aleš. Tenis: treniranje (Tennis: Coaching). Ljubljana: Fakulteta za šport, Inštitut za šport, 2002. 212 str., ilustr., tabele. ISBN 961-6405-12-8. 2. Kovacs, M., Chandler, W. B., Chamdler, T. J. (2007). Tennis Training: Enhancing On-Court Performance. <u>United States Tennis Association.</u>					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Peter Barbaros Tudor	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (TENNIS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Dugandžić Marijan, prof. Ico Humić, Senior Lecturer	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently teach and train tennis players. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to tennis players.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After passing the exam, students will be able to: <ol style="list-style-type: none"> 1. identify motor errors in the performance of elements in a tennis game 2. choose methodical procedures for correcting motor errors 3. determine the final level of successful performance of a technical or technical-tactical element in a tennis game 4. determine the level of situational performance of a tennis player 		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L+44PC)</p> <ol style="list-style-type: none"> 1. Training sets in physical conditioning in tennis 2. Classification of teaching methods for the acquisition of motor skills in tennis 3. Classification of exercising methods for the development of physical fitness in tennis 4. Competitive refinement of technical elements in tennis 5. Methods of agility development in specific and situational physical conditioning 6. Methods of precision development in specific and situational physical conditioning 7. Methods of balance development in specific and situational physical conditioning 8. Methods of developing aerobic abilities in specific and situational physical conditioning 9. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning 10. Methodology for development and maintenance of morphological characteristics in tennis players 11. Control of conditional preparation in tennis 12. Specificities of methodical learning and teaching procedures in other sports in the function of the development of badminton players. A) Monostructural sports branches: athletics, swimming, skiing, archery, pétanque, etc.) B) Conventional-aesthetic sports branches (gymnastics, skating, roller skating, etc.) C) Polistructural sports branches: (karate, boxing, fencing, etc.) D) Complex sports branches: (basketball, handball, football, volleyball, etc.) 					
<p>2.6. Types of teaching:</p>	<p>× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	<p>2</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>1.5</p>	<p>(other)</p>	



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<i>ECTS credits corresponds to the credit value of the course):</i>			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 33% Oral exam – 28%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Dugandžić, M. (2009). Basics of strategy and tactics. Scripted material.				2	
	Humić, I. (2008). Training Methodology in Tennis 2. Scripted material.				2	
	Cayer, L. (2004). Tennis singles tactics, ITF, USA				1	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Filipčić, Aleš. Tennis: Coaching. Ljubljana: Faculty of Sport, Institute of Sport, 2002, 212 pp., illustrated, tables. ISBN 961-6405-12-8. 2. Kovacs, M., Chandler, W. B., Chandler, T. J. (2007). Tennis Training: Enhancing On-Court Performance. United States Tennis Association.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Boris Neljak	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN TENNIS 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail according to the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Boris Neljak	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN TENNIS 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail according to the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12th Supplementary literature (at the time of application of the study programme proposal)						
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Boris Neljak	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN TENNIS 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail according to the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	Written exam	Project	
		Experimental work	Research	Practical work	x
		Essay	Report	(other)	
		Preliminary exams	Term paper	(other)	
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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Major - MISCELLANEOUS SPORTS - a new specialization ACROBATIC ROCK AND ROLL



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF ACROBATIC ROCK'N'ROLL	1.7. Credit points (ECTS)	3
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L Teaching hours: 12L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of the sport which are contained within the topics of history, origin and development, current rules and their interpretation within the sport, and the way of functioning of organized systems (associations) that promote and manage sports activities at the domestic and international level.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will become acquainted with the circumstances and place of origin of the sport and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules of sports and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in all fields of acrobatic rock'n'roll that are important for its functioning from the lowest to the highest level: coaches association, sports club, city county federation, national federation (Croatian Rock'N'Roll Federation), Croatian Olympic Committee, World Rock'N'Roll Confederation		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	The student will gain insight into: 1. Circumstances that led to the emergence of the sport 2. A way of spreading and popularizing sports activities 3. The development of the sport so far		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	4. Those items that led to the setting of sports activity rules as well as those that encouraged their revision and/or upgrade				
	5. The internal structure of the organizations in charge of sports in Croatia and the world				
2.5. Course content broken down in detail by the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized sport (2L) 2. Development and prevalence of sports in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian athletes in international acrobatic rock 'n' roll competitions (2L) 6. Organization of the sport in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. National Sports Federation (HŠPS): Statutes, Regulations and Sectors of Individual Boards, Councils and Commissions (2L) 9. Judicial organization (2L) 10. Coaches Association (2L) 11. Sports Club - Organization and Management (2L) 12. Official International Rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of sports models (1L) 				
2.6. Types of teaching:	X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Entry <i>Rock 'n' roll, akrobatski</i> , in the online edition of the Proleksis enciklopedija. Zagreb: The Miroslav Krleža Institute of Lexicography, c2013. Available at http://proleksis.lzmk.hr/4687/		Available online
	Rules of competitions. World Rock'n'roll Confederation. Available at https://www.wrrc.org/default.asp?id=GGEFFH		Available online
2.12. Supplementary literature (at the time of application of the study programme proposal)	The history of Boogie Woogie and Rock 'n' Roll. Available online at http://www.bodyemotion.ch/english/dance/pdf/bodyemotion_history_boogie-woogie_rocknroll.pdf		
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF ACROBATIC ROCK'N'ROLL	1.7. Credit points (ECTS)	9
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) Teaching hours: 40L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Acrobatic Rock'n'Roll aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion and the structures of situations in acrobatic rock'n'roll		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of Acrobatic Rock and Roll, students will acquire special knowledge and abilities important for defining structures of motion and structures of situations in competitive acrobatic rock 'n' roll and in dance recreation.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge: <ul style="list-style-type: none"> - typical motion structures in acrobatic rock 'n' roll - typical structures of situations in acrobatic rock 'n' roll - kinematic characteristics of the structures of acrobatic rock 'n' roll - kinetic characteristics of the structures of acrobatic rock 'n' roll - functional acrobatic rock 'n' roll skills - anatomical characteristics of motor performance in acrobatic rock 'n' roll - characteristics of the sport according to structural complexity - characteristics of sport according to the dominance of energy processes - characteristics of the sport according to the manner in which the sports score is registered 		



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<p>2.5. Course content broken down in detail by the course schedule</p>	<p>- notational analysis</p> <p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of sports activity by structural complexity (4L +4PC) 2. Analysis of sports activity according to biomechanical parameters (4L*4PC) 3. Analysis of sports activity by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in acrobatic rock 'n' roll (5L + 5S) 5. Analysis of structures, substructures and structural units of the technique in acrobatic rock 'n' roll (9L + 9PC) 6. Phase structure of technical elements performance (9L + 9PC) 7. Analysis of the structures, substructures and structural elements of acrobatic rock'n'roll tactics (3L + 3PC) 8. Phase structure of tactical elements performance (3L + 3PC) 9. Comparative analysis of the performance of technical elements of athletes of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of athletes of different ages and levels of competition (2L +2PC) 																															
<p>2.6. Types of teaching:</p>	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>X practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>																													
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>																															
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<table border="1"> <tr> <td>Attendance</td> <td>1</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Preliminary exams</td> <td></td> </tr> </table>	Attendance	1	Experimental work		Essay		Preliminary exams		<table border="1"> <tr> <td>Written exam</td> <td>1</td> </tr> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Term paper</td> <td></td> </tr> <tr> <td>Oral exam</td> <td>3</td> </tr> </table>	Written exam	1	Research		Report		Term paper		Oral exam	3	<table border="1"> <tr> <td>Project</td> <td></td> </tr> <tr> <td>Practical work</td> <td></td> </tr> <tr> <td>Practical exam</td> <td>4</td> </tr> <tr> <td>(other)</td> <td></td> </tr> <tr> <td>(other)</td> <td></td> </tr> </table>	Project		Practical work		Practical exam	4	(other)		(other)		
Attendance	1																															
Experimental work																																
Essay																																
Preliminary exams																																
Written exam	1																															
Research																																
Report																																
Term paper																																
Oral exam	3																															
Project																																
Practical work																																
Practical exam	4																															
(other)																																
(other)																																
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 11%</p> <p>Written exam - 11%</p> <p>Practical work - 44%</p> <p>Oral exam - 34%</p>																															
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>																											



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	Greene Haas, J. (2010). Dance: Anatomy. Belgrade: Data Status	5	
	Krističević, Tomislav; Wolf-Cvitak, Jasenka; Ružić, Lana. Comparative analysis of selected kinematic parameters in the performance of a tucked somersault from different take-off surfaces. // Croatian Sports Medical Journal: Newsletter of the Croatian Olympic Committee. 16 (2002) , 1-3; 30-37		Available online
	Živčić, Kamenka; Krističević, Tomislav. Specific preparatory exercises in acrobatics. // Physical conditioning. 6 (2008) , 1; 22-29	2	
	Živčić Marković, Kamenka; Stibilj Batinić, Tatjana; Krističević, Tomislav. Kinesiological prevention in preschool and early school education. // Croatian Sports Medical Journal. 27 (2012) , 2; 108-114		Available online
	Krističević, Tomislav; Knjaz, Damir; Antekolović, Ljubomir. Comparison of two types of tucked forward somersault in acrobatic rock 'n' roll // 3rd International Scientific Conference Kinesiology - New Perspectives: proceedings book / Milanović, Dragan; Prot, Franjo, (editors). Zagreb: Faculty of Kinesiology, 2002. 222-225	10	
	Krističević, Tomislav; Mejovšek, Mladen; Baščevan, Saščevan. Comparative Kinematic Analysis of Preparation Phase of Take-Off in Acrobatic Elements from Stuff Position // Proceeding Book: Integrative Power of Kinesiology, 6th International Scientific Conference / Milanović, Dragan; Sporiš, Sporiš, (editors). Zagreb: Faculty of Kinesiology, 2011. 158-162	10	
2.11. Supplementary literature (at the time of application of the study programme proposal)	Acrobatic rock 'n' roll b-class elements. // World Rock'n'Roll Confederation. Available online at http://www.brbf-fbrb.org/rules/B-Klasse%20Acrobatic%20reglement%202016.pdf Lutsenko, L.,_Kyzim, P. (2015). Some contradictions in contemporary assessment acrobatic elements used in the compositions of the category B-class in acrobatic rock'n'roll. Slobozhanskyi herald of science and sport 2(46):97-10. Available online at http://journals.uran.ua/index.php/1991-0177/article/view/41611/49296		
2.12. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN ACROBATIC ROCK'N'ROLL	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) Teaching hours: 18L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis of Sport aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, i.e. the importance of anthropological characteristics and acrobatic rock'n'roll skills (competitive, recreational and educational)		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Anthropological Analysis in Acrobatic Rock'n'Roll, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of the sport (education and high-level sports) as well as for recreational purposes.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of athletes of different sex, age and quality - the impact of different anthropological characteristics (specification equation) on acrobatic rock 'n' roll performance. - the psychological characteristics of athletes and the impact of the psychological and sociological component on acrobatic rock 'n' roll performance. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of top athlete dancers 		



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	- the impact of acrobatic rock'n'roll and other dance and gymnastics forms on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes				
2.5. Course content broken down in detail by the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and skills of dancers (3L + 2S) 2. Specific anthropological characteristics of dancers of different sex, age and quality (3L + 1S) 3. Impact of different anthropological characteristics on acrobatic rock 'n' roll performance (specification equation) (2L + 1S) 4. Model features of sports training (2L + 2S) 5. Relation between athlete's anthropometric characteristics and acrobatic rock 'n' roll performance (3L + 1S) 6. Relation between athlete's functional characteristics and acrobatic rock 'n' roll performance (3L + 1S) 7. Relation between athlete's motor skills and acrobatic rock 'n' roll performance (3L + 1S) 8. Relation between athletes' cognitive abilities and conative traits with acrobatic rock 'n' roll performance (3L + 1S) 9. Sociological Components in Acrobatic Rock 'n' Roll (2L + 1S) 10. Introducing specific tests for assessing fitness of the dancer (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in acrobatic rock 'n' roll (2L + 1S) 12. The impact of acrobatic rock 'n' roll on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 				
2.6. Types of teaching:	<p>X lectures</p> <p>X seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class activity - 16%</p> <p>Written exam - 34%</p> <p>Term paper - 16%</p>				



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Oral exam - 34%			
	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Greene Haas, J. (2010). Dance: Anatomy. Belgrade: Data Status	5	
	Kristicevic, Tomislav; Wolf-Cvitak, Jasenka; Ružic, Lana. Comparative analysis of selected kinematic parameters in the performance of a tucked somersault from different take-off surfaces. // Croatian Sports Medical Journal: Newsletter of the Croatian Olympic Committee. 16 (2002) , 1-3; 30-37	2	
	Živčić Marković, Kamenka; Stibilj Batinić, Tatjana; Krističević, Tomislav. Kinesiological prevention in preschool and early school education. // Croatian Sports Medical Journal. 27 (2012) , 2; 108-114		Available online
	Živčić, Kamenka; Krističević, Tomislav. Specific preparatory exercises in acrobatics. // Physical conditioning. 6 (2008) , 1; 22-29	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Lutsenko, L.,_Kyzim, P. (2015). Some contradictions in contemporary assessment acrobatic elements used in the compositions of the category B-class in acrobatic rock'n'roll. Slobozhanskyi herald of science and sport 2(46):97-10. Available online at http://journals.uran.ua/index.php/1991-0177/article/view/41611/49296		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	1st
1.2. Course title	METHODOLOGY 1 (ACROBATIC ROCK'N'ROLL)	1.7. Credit points (ECTS)	7
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) Teaching hours: 30L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive acrobatic rock'n'roll performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct physical conditioning process for all ages and competitive categories in acrobatic rock'n'roll.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in acrobatic rock 'n' roll - the importance of qualitative motor skills (coordination, balance, precision) in acrobatic rock 'n' roll - the influence of basic and specific functional abilities in sports activity - methods of development of basic motor skills - methodology for the development of specific motor skills - methods of development of basic functional abilities - methodology for the development of specific functional abilities 		



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<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes (each teaching topic is handled 1L +1PC except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of dancers 2. Basic methodical principles in physical conditioning of dancers 3. Organizational and methodical forms of physical conditioning of dancers 4. Locations, equipment and aids for physical conditioning in acrobatic rock 'n' roll 5. Organizational forms of physical conditioning in acrobatic rock 'n' roll 6. Classification of exercising methods for the development of physical fitness in acrobatic rock 'n' roll 7. Methods of strength development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of strength development in general and basic physical conditioning 11. Methods of speed development in general and basic physical conditioning 12. Methods of endurance development in general and basic physical conditioning 13. Methods of strength development in general and basic physical conditioning 14. Methods of speed development in general and basic physical conditioning 15. Methods of aerobic fitness development in general and basic physical conditioning 16. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic physical conditioning 17. Methods of strength development in specific and situational physical conditioning 18. Methods of speed development in specific and situational physical conditioning 19. Methods of stamina development in specific and situational physical conditioning 20. Methods of flexibility development in specific and situational physical conditioning 21. Methods of coordination development in specific and situational physical conditioning 22. Methods of agility development in specific and situational physical conditioning 23. Methods of precision development in specific and situational physical conditioning 24. Methods of balance development in specific and situational physical conditioning 25. Methods for developing aerobic abilities in specific and situational physical conditioning 26. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning 27. Methodology of development and maintenance of morphological characteristics in acrobatic rock 'n' roll athletes 28. Control of conditional preparation of athlete dancers 		
<p>2.6. Types of teaching:</p>	<p>X lectures</p>	<p>X independent tasks</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Term paper - 12.5% Oral exam - 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Vukoja, Mario; Krejmski, Igor; Ude, Filip; Krističević, Tomislav. Methods of endurance training on a horse with grips // 7th Annual International Conference CONDITIONAL PREPARATION OF SPORTS / Jukić, I.; Milanović, D.; Gregov, C.; Šalaj, S., (editors). Zagreb: Faculty of Kinesiology, Zagreb, 2009. 107-113			10		
	Živčić Marković, Kamenka. (2011). Descriptions of teaching topics and assessment criteria - physical and health education. Zagreb: LIP PRINT			8		
	Oreb, G. (1989). Analysis of the relation between primary motor skills and dance performance assessment system. Kinesiology, 20 (1), 55-60.			5		
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	2
1.2. Course title	METHODOLOGY 2 (ACROBATIC ROCK'N'ROLL)	1.7. Credit points (ECTS)	8.5.
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in acrobatic rock'n'roll.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in acrobatic rock'n'roll. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, students will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of acrobatic rock'n'roll elements as well as their combinations - coreography. The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical elements - differentially apply various methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply various methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors 		



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Sveučilište u Zagrebu

	<ul style="list-style-type: none"> - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical element of each dance 				
2.5. Course content broken down in detail by the course schedule	<p>Lectures and practical classes (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in acrobatic rock 'n' roll 2. Technical-stage preparedness in acrobatic rock 'n' roll 3. Theoretical basics of learning and teaching dance techniques of acrobatic rock 'n' roll 4. Basic pedagogical and didactic principles in technical and stage training of dancers 5. Basic pedagogical and didactic principles in physical conditioning of dancers 6. Organizational and methodical forms of technical and stage training of dancers 7. Organizational and methodical forms in physical conditioning of dancers 8. Locations, equipment and aids for technical and stage training in acrobatic rock 'n' roll 9. Locations, equipment and aids for physical conditioning in acrobatic rock 'n' roll 10. Organizational forms in the technical preparation of acrobatic rock 'n' roll dancers 11. Classification of teaching methods for the acquisition of motor skills in acrobatic rock 'n' roll 12. Classification of teaching methods for the development of fitness in acrobatic rock 'n' roll 				
2.6. Types of teaching:	X lectures X seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Vukoja, Mario; Krejmski, Igor; Ude, Filip; Krističević, Tomislav. Methods of endurance training on a horse with grips // 7th Annual International Conference CONDITIONAL PREPARATION OF SPORTS / Jukić, I.; Milanović, D.; Gregov, C .; Šalaj, S., (editors). Zagreb: Faculty of Kinesiology, Zagreb, 2009. 107-113	10	
	Živčić Marković, Kamenka. (2011). Descriptions of teaching topics and assessment criteria - physical and health education. Zagreb: LIP PRINT	8	
	Oreb, G. (1989). Analysis of the relation between primary motor skills and dance performance assessment system. Kinesiology, 20 (1), 55-60.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	2
1.2. Course title	METHODOLOGY 2 (ACROBATIC ROCK'N'ROLL)	1.7. Credit points (ECTS)	8.5.
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in acrobatic rock'n'roll.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in acrobatic rock'n'roll. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, students will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of acrobatic rock'n'roll elements as well as their combinations - coreography. The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical elements - differentially apply various methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply various methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 		



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	<ul style="list-style-type: none"> - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical element of each dance 				
2.5. Course content broken down in detail by the course schedule	<p>Lectures and practical classes (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in acrobatic rock 'n' roll 2. Technical-stage preparedness in acrobatic rock 'n' roll 3. Theoretical basics of learning and teaching dance techniques of acrobatic rock 'n' roll 4. Basic pedagogical and didactic principles in technical and stage training of dancers 5. Basic pedagogical and didactic principles in physical conditioning of dancers 6. Organizational and methodical forms of technical and stage training of dancers 7. Organizational and methodical forms in physical conditioning of dancers 8. Locations, equipment and aids for technical and stage training in acrobatic rock 'n' roll 9. Locations, equipment and aids for physical conditioning in acrobatic rock 'n' roll 10. Organizational forms in the technical preparation of acrobatic rock 'n' roll dancers 11. Classification of teaching methods for the acquisition of motor skills in acrobatic rock 'n' roll 12. Classification of teaching methods for the development of fitness in acrobatic rock 'n' roll 				
2.6. Types of teaching:	<p>X lectures</p> <p>X seminars and workshops</p> <p>X practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>		<p>X independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class activity – 5%</p> <p>Written exam – 14%</p> <p>Term paper – 19%</p>				



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	Practical work - 28% Oral exam - 33%		
	Title	Number of copies in the library	Availability through other media
2.12. Required literature (available in the library and through other media)	Vukoja, Mario; Krejmski, Igor; Ude, Filip; Krističević, Tomislav. Methods of endurance training on a horse with grips // 7th Annual International Conference CONDITIONAL PREPARATION OF SPORTS / Jukić, I.; Milanović, D.; Gregov, C .; Šalaj, S., (editors). Zagreb: Faculty of Kinesiology, Zagreb, 2009. 107-113	10	
	Živčić Marković, Kamenka. (2011). Descriptions of teaching topics and assessment criteria - physical and health education. Zagreb: LIP PRINT	8	
	Oreb, G. (1989). Analysis of the relation between primary motor skills and dance performance assessment system. Kinesiology, 20 (1), 55-60.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN ACROBATIC ROCK'N'ROLL	1.7. Credit points (ECTS)	9
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) Teaching hours: 36L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming acrobatic rock'n'roll training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in acrobatic rock'n'roll. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students will acquire knowledge that will qualify them to plan and program the training process in acrobatic rock'n'roll that has been their subject of interest.</p> <ul style="list-style-type: none"> - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. 		



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	<p>- Students will learn how to create a specific training plan and programme for athletes and sports pairs of different ages and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation</p>
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in acrobatic rock'n'roll. (2L) - Sport training in acrobatic rock'n'roll as a transformational process: Managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of dancers of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic information systems for registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various training cycles of acrobatic rock'n'roll (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the acrobatic rock'n'roll competition calendar. (2L) 10. Application of different training planning and programming methods: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in acrobatic rock 'n' roll. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of acrobatic rock'n'roll training in younger age categories. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Syllabi and curricula in the stage of final sports specialization in acrobatic rock'n'roll (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual training cycle in acrobatic rock'n'roll. (2L) 21. Standards and norms of total annual course load in acrobatic rock 'n' roll. (2L) 22. Drawing up of syllabi and curricula during the preparation, competition and transition periods. Specific features of organization and implementation of training during the preparatory period -



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	<p>two, three or four stages. Competition period - one or two stages. (2L + 2S)</p> <p>23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive acrobatic rock'n'roll mesocycle. (2L)</p> <p>24. Structure and indicators of total training load in the microcycle. Specific features of the preparatory and competitive microcycle in acrobatic rock 'n' roll. (2L)</p> <p>25. Development of training plan and program in preparation, competition and transition microcycle in acrobatic rock 'n' roll. (2L + 2S)</p> <p>26. Individual training, match, preparations away from home, sporting and leisure activities. (2L)</p> <p>27. Internal structure, organization of design and implementation of individual training plans and programs in acrobatic rock 'n' roll. (2L + 2S)</p> <p>28. Environmental factors in the function of successful acrobatic rock'n'roll training planning and programming. (2L + 2S)</p> <p>29. Professional-pedagogical standard and criteria for success of coaching work in acrobatic rock 'n' roll. (2L)</p> <p>30. Professional practice with younger age groups in acrobatic rock 'n' roll. (2L)</p> <p>31. Seminars and practical classes in planning and programming of training: development of individual, group and team work programmes in acrobatic rock 'n' roll. (4S)</p> <p>32. Keeping an acrobatic rock 'n' roll log (4S)</p>				
2.6. Types of teaching:	<p>X lectures</p> <p>X seminars and workshops</p> <p>X practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p>X independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	2.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	2.0	(other)
			Oral exam	4.0	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%</p>				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Greene Haas, J. (2010). Dance: Anatomy. Belgrade: Data Status	5	
	Krističević, Tomislav; Mejovšek, Mladen; Baščevan, Saščevan. Comparative Kinematic Analysis of Preparation Phase of Take-Off in Acrobatic Elements from Stuff Position // Proceeding Book: Integrative Power of Kinesiology, 6th International Scientific Conference / Milanović, Dragan; Sporiš, Sporiš, (editors). Zagreb: Faculty of Kinesiology, 2011. 158-162	10	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Acrobatic rock 'n' roll b-class elements. // World Rock'n'Roll Confederation. Available online at http://www.brbf-fbrb.org/rules/B-Klasse%20Acrobatic%20reglement%202016.pdf Lutsenko, L.,_Kyzim, P. (2015). Some contradictions in contemporary assessment acrobatic elements used in the compositions of the category B-class in acrobatic rock'n'roll. Slobozhanskyi herald of science and sport 2(46):97-10. Available online at http://journals.uran.ua/index.php/1991-0177/article/view/41611/49296		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN ACROBATIC ROCK 'N' ROLL	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) Teaching hours: 14L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to enable students to gain knowledge about the importance of controlling the training of athletes in acrobatic rock'n'roll. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in acrobatic rock'n'roll.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in acrobatic rock'n'roll that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level of athletes in acrobatic rock 'n' roll. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in acrobatic rock 'n' roll. 		
2.5. Course content broken down in detail by the course schedule	Lectures 1. Definition and content of training effects control in acrobatic rock 'n' roll (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in acrobatic rock 'n' roll (4L).		



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	<p>3. Measurement and evaluation of anthropometric characteristics of dancers (2L). 4. Measurement and evaluation of functional abilities of dancers. (2L). 5. Measurement and evaluation of biochemical variables of dancers (2L). 6. Measurement and evaluation of basic and specific motor skills of dancers (4L). 7. Measuring and evaluation of the personality traits and cognitive abilities of dancers (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in acrobatic rock 'n' roll (4P) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of athletes of different ages in acrobatic rock 'n' roll (4L). Seminars (Creation of a term paper based on the measurement of a group of athletes) 1. Diagnostic procedures in acrobatic rock'n'roll: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).</p>				
2.6. Types of teaching:	<p>X lectures X seminars and workshops X practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3.0	(other)



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2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Greene Haas, J. (2010). Dance: Anatomy. Belgrade: Data Status	5	
	Krističević, Tomislav; Knjaz, Damir; Antekolović, Ljubomir. Comparison of two types of tucked forward somersault in acrobatic rock 'n' roll // 3rd International Scientific Conference Kinesiology - New Perspectives: proceedings book / Milanović, Dragan; Prot, Franjo, (editors). Zagreb: Faculty of Kinesiology, 2002. 222-225	10	
	Krističević, Tomislav; Mejovšek, Mladen; Baščevan, Saščevan. Comparative Kinematic Analysis of Preparation Phase of Take-Off in Acrobatic Elements from Stuff Position // Proceeding Book: Integrative Power of Kinesiology, 6th International Scientific Conference / Milanović, Dragan; Sporiš, Sporiš, (editors). Zagreb: Faculty of Kinesiology, 2011. 158-162	10	
	Živčić, Kamenka; Krističević, Tomislav. Specific preparatory exercises in acrobatics. // Physical conditioning. 6 (2008) , 1; 22-29		
	Živčić Marković, Kamenka; Stibilj Batinić, Tatjana; Krističević, Tomislav. Kinesiological prevention in preschool and early school education. // Croatian Sports Medical Journal. 27 (2012) , 2; 108-114		Available online
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN ACROBATIC ROCK 'N' ROLL I.	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN ACROBATIC ROCK 'N' ROLL II.	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Tomislav Krističević	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN ACROBATIC ROCK 'N' ROLL III.	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) 		



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	<ul style="list-style-type: none"> - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

Major - MISCELLANEOUS SPORTS - a new specialization BADMINTON



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF BADMINTON	1.7. Credit points (ECTS)	3
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the development of badminton throughout history, to familiarize them with the origin and development of rules in badminton, with current rules and their interpretation, and the way of functioning of national and regional badminton federations that promote and manage all badminton activities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will be acquainted with the circumstances that led to the origin of badminton as a sport and with the factors that have led to its spread in the world and in Croatia. The information provided is important in the education of students as well as for further promotion of badminton as sport. After completing this course, students will have a thorough insight into the valid badminton rules and will be able to apply them. Students will gain insight into the organization of the Croatian Badminton Association, which is important for the scope of work of badminton coaches at all structural levels: coaches association, badminton club, city or county badminton federation, Croatian Badminton Association, Croatian Olympic Committee and World Badminton Federation, European Badminton Federation.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will have a high level of knowledge in the following segments of this course: <ul style="list-style-type: none"> - the circumstances that led to the emergence of badminton - historical facts that have led to the setting of badminton rules as well as those that encouraged their revision and/or upgrade - a way of spreading and popularizing badminton as sport 		



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	<ul style="list-style-type: none"> - the development of badminton so far - organization of badminton organizations responsible for the development of badminton as a sport in Croatia, Europe and the world 				
2.5. Course content broken down in detail according to the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. Games that precede the emergence of badminton and the forming of the first badminton organizations (2L) 2. Development and prevalence of badminton in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Other International Competitions (2L) 5. Badminton Rules (2L) 6. Participation of Croatian badminton players in international competitions (2L) 7. Badminton organization in Croatia and cooperation with international organizations (2L) 8. Croatian Olympic Committee (2L) 9. National Sports Federation: Statutes, Regulations and Scope of Work of Individual Boards, Councils and Committees (2L) 10. Organization of sports officials (2L) 11. Specific features of functional classification and rules for people with disabilities in badminton (2L) 12. Sports Club - Organization and Management (2L) 13. Singles and doubles game refereeing (2L) 14. Specificities of doubles refereeing (2L) 15. Staff and Competition Organization (1L) 16. The impact of rules on improving badminton game (1L) 				
2.6. Types of teaching:	<p>X lectures</p> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	0.5	Project
	Experimental work		Research	0.5	Practical work
	Essay		Report		(other)
	Preliminary exams	0.5	Term paper		(other)
			Oral exam	1	(other)



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2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 25% Oral exam 50%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	BWF http://www.bwfbadminton.org/page.aspx?id=14915	0	Internet
	BWF http://www.bwfbadminton.org/page.aspx?id=14887	0	Internet
2.12. Supplementary literature (at the time of application of the study programme proposal)	CBA http://www.cba.hr/hr/top-14		
2.13. Quality assurance methods that provide the acquisition of output competences	Partial monitoring of program content learning Research work for the duration of the study programme (monitoring the refereeing of several tennis matches) Anonymous student survey		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Lidija Petrinović	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF BADMINTON	1.7. Credit points (ECTS)	9
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Badminton aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of elements of badminton technique and game.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Badminton, students will acquire special knowledge and abilities important for analysis of badminton game in all age categories of competitive and recreational badminton.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in: <ul style="list-style-type: none"> - typical ways of conducting a structural analysis of a badminton game - typical ways of conducting structural analysis of situational parameters in badminton - kinetic characteristics of certain elements in a badminton game - the importance of functional abilities in badminton - anatomical characteristics of motor performance in badminton - characteristics of badminton according to its structural complexity - characteristics of a badminton game with regard to the dominance of certain energy processes - notation programs and analysis in badminton 		
2.5. Course content broken down in detail according to the course schedule	Lectures, seminars and practical classes <ol style="list-style-type: none"> 1. Structural analysis of badminton game by sex and age categories (4L +4PC) 2. Biomechanical analysis of badminton game (4L +4PC) 		



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	<ol style="list-style-type: none"> 3. Analysis of badminton game by dominance of energy processes in sex and age categories (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in badminton in sex and age categories (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in badminton in sex and age categories (6L + 6PC) 6. Structural analysis of certain phases of badminton technique by sex and age categories (6L + 6PC) 7. Analysis of structures, substructures and structural elements of badminton tactics in sex and age categories (6L + 6PC) 8. Structural analysis of the performance of tactical elements in badminton by sex and age categories (6L + 6PC) 9. Comparative analysis of the performance of technical elements of badminton players of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of badminton players of different ages and levels of competition (2L +2PC) 				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		Participation in extracurricular projects
	Preliminary exams		Term paper	0.5	Practical exam
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Seminar work - 6% Practical work - 38% Oral exam - 34%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)			
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Partial monitoring of program content learning of the subject Self-recording and written analysis of given technique elements Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Lidija Petrinović	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN BADMINTON	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Badminton aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics of badminton athletes of all age categories.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	By completing the course Anthropological Analysis in Badminton, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all phases of the sport activity, whether it is competitive badminton or sport for recreational purposes.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in:</p> <ul style="list-style-type: none"> - anthropological characteristics of badminton players of different ages, sex and competitive qualities - the impact of different anthropological characteristics on badminton performance - the psychological characteristics of players and the impact of the psychological and sociological component on badminton performance - the connection between anthropological characteristics and motor abilities - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge - the modal values of top athletes in badminton - the impact of badminton on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes 		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific anthropological characteristics of badminton players of different sex and age (3L + 1S) 2. Impact of different anthropological features on badminton performance (2L + 1S) 3. Relation between anthropological characteristics and specific technical and tactical motor skills of badminton players (3L + 2S) 4. Modal features of badminton training (2L + 2S) 5. The relation between anthropometric characteristics of athletes and badminton performance (3L + 1S) 6. The relation between athlete's functional abilities and badminton performance (3L + 1S) 7. The relation between motor skills of athletes and badminton performance (3L + 1S) 8. The relation between player's cognitive abilities and conative characteristics and badminton performance (3L + 1S) 9. Sociological components and development of badminton players (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in badminton (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 					
<p>2.6. Types of teaching:</p>	<p>× lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>0.5</p>	<p>Project</p>	<p>1.5</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>1</p>	<p>(other)</p>	
			<p>Oral exam</p>	<p>1.5</p>	<p>(other)</p>	
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 10% Written exam - 10% Term paper - 20% Project - 30%</p>					



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	Oral exam - 30%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of program content learning Term paper Project work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	1st
1.2. Course title	METHODS OF TEACHING AND TRAINING IN BADMINTON I	1.7. Credit points (ECTS)	7
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge of badminton training methodology. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	After completing the course students will be able to develop, implement and control the training process in all competitive categories.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in <ul style="list-style-type: none"> - theoretical and practical knowledge of teaching in badminton - advanced and situational teaching of technical elements in badminton - the process of improving the elements of badminton technique - the importance of motor skills (coordination, balance, precision, agility) in badminton - the influence of basic and specific functional abilities on badminton performance - methodology for the development of basic and specific motor skills - methodology for the development of basic and specific functional abilities 		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1L +1PC except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none">1. Theoretical basics of learning and teaching in badminton (2L+2PC)2. Basic teaching of technical elements in badminton (2L+2PC)3. Phases of learning and teaching technical elements in badminton (2L +2PC)4. Advanced teaching of technical elements in badminton (1L+1PC)5. Learning and teaching principles in badminton - individualization (1L +1PC)6. The process of teaching in badminton: a description and explanation of the structural, biomechanical and anatomical features of a motor task (2L+2PC)7. The process of teaching in badminton: a demonstration of a motor task (1L+1PC)8. The process of teaching in skating: evaluating motor performance - detecting motor errors (causes and consequences) (1L+1PC)9. The process of teaching in badminton: motor errors in motor task performance - a structural and biomechanical approach (1L+1PC)10. The process of teaching in badminton: correcting motor errors (1L+1PC)11. The process of teaching in badminton: final control of the correctness of the performance of a motor task (1L+1PC)12. Classification of exercising methods for the development of physical fitness in badminton (1L+1PC)13. Methods of strength development in general and basic physical conditioning (1L+1PC)14. Methods of speed development in general and basic physical conditioning (1L+1PC)15. Methods of endurance development in general and basic physical conditioning (1L+1PC)16. Methods of flexibility development in general and basic physical conditioning (1L+1PC)17. Methods of coordination development in general and basic physical conditioning (1L+1PC)18. Methods of agility development in general and basic physical conditioning (1L+1PC)19. Methods of precision development in general and basic physical conditioning (1L+1PC)20. Methods of balance development in general and basic physical conditioning (1L+1PC)21. Methods of aerobic fitness development in general and basic physical conditioning (1L+1PC)22. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic physical conditioning of badminton players (1L+1PC)23. Methods of strength development in specific and situational physical conditioning (1L+1PC)24. Methods of speed development in specific and situational physical conditioning (1L+1PC)25. Methods of stamina development in specific and situational physical conditioning (1L+1PC)26. Methods of coordination development in specific and situational physical conditioning (1L+1PC)
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2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1.5	Project	
	Experimental work		Research		Practical work	1
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 10% Written exam - 20% Term paper - 20% Practical work - 10% Oral exam: 40%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (BADMINTON)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independantly teach and train badminton players. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to badminton players.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After passing the exam, students will be able to: <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the specific capabilities of badminton players - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, combined or visualization teaching methods - analyse and evaluate the level of motor performance of badminton players - identify motor errors in the performance of elements in a badminton game 		



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	<ul style="list-style-type: none"> - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element in a badminton game
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L+44PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in badminton 2. Tactics and tactical preparedness in badminton 3. Specific methods for teaching badminton technique 4. Basic methodical principles in technical and tactical badminton training 5. Basic methodical principles in physical conditioning in badminton 6. Basic methodical principles in technical and tactical badminton training 7. Basic methodical principles in physical conditioning in badminton 8. Training sets of technical-tactical training 9. Training sets in physical conditioning in badminton 10. Locations, equipment and aids in technical and tactical training in badminton 11. Locations, equipment and aids in physical conditioning in badminton 12. Technical-tactical preparation in badminton 13. Training sets in physical conditioning in badminton 14. Classification of teaching methods for the acquisition of motor skills in badminton 15. Classification of exercising methods for the development of physical fitness in badminton 16. Competitive training of technical elements in badminton 17. Methods of agility development in specific and situational physical conditioning 18. Methods of precision development in specific and situational physical conditioning 19. Methods of balance development in specific and situational physical conditioning 20. Methods of developing aerobic abilities in specific and situational physical conditioning 21. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning 22. Methodology for development and maintenance of morphological characteristics in badminton players 23. Control of conditional preparation in badminton 24. Specificities of methodical learning and teaching procedures in other sports in the function of the development of badminton players. A) Monostructural sports branches: athletics, swimming, skiing, archery, pétanque, etc.) B) Conventional-aesthetic sports branches (gymnastics, skating, roller skating, etc.) C) Polistructural sports branches: (karate, boxing, fencing, etc.) D) Complex sports branches: (basketball, handball, football, volleyball, etc.)



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2.6. Types of teaching:	× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:			
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	2	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 33% Oral exam – 28%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (BADMINTON)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Adam Smuda	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently teach and train badminton players. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to badminton players.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After passing the exam, students will be able to: <ul style="list-style-type: none"> - identify motor errors in the performance of elements in a badminton game - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element in a badminton game - determine the level of situational performance of badminton players 		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 24 which is broken down by types of sports branches and is covered in 44L+44PC)</p> <ol style="list-style-type: none"> 13. Training sets in physical conditioning in badminton 14. Classification of teaching methods for the acquisition of motor skills in badminton 15. Classification of exercising methods for the development of physical fitness in badminton 16. Competitive training of technical elements in badminton 17. Methods of agility development in specific and situational physical conditioning 18. Methods of precision development in specific and situational physical conditioning 19. Methods of balance development in specific and situational physical conditioning 20. Methods of developing aerobic abilities in specific and situational physical conditioning 21. Methods for developing anaerobic abilities in specific and situational physical conditioning 22. Methodology for development and maintenance of morphological characteristics in badminton players 23. Control of conditional preparation in badminton 24. Specificities of methodical teaching and teaching procedures in other sports in the function of the development of badminton players. A) Monostructural sports branches: athletics, swimming, skiing, archery, pétanque, etc.) B) Conventional-aesthetic sports branches (gymnastics, skating, roller skating, etc.) C) Polistructural sports branches: (karate, boxing, fencing, etc.) D) Complex sports branches: (basketball, handball, football, volleyball, etc.) 				
<p>2.6. Types of teaching:</p>	<p>× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work 2</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>1</p>	<p>(other)</p>
			<p>Oral exam</p>	<p>3</p>	<p>(other)</p>



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2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 33% Oral exam – 28%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN BADMINTON	1.7. Credit points (ECTS)	9
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the specificities of planning and programming badminton training in accordance with the specifics of periodization and competition calendar. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	This course of professional level of training will provide the students with the necessary knowledge to successfully plan, program and control the training process of badminton players based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in badminton. - Interrelated knowledge of planning and programming with basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with badminton players. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement 		



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	<p>- Learn how to create a specific training plan and programme for badminton players of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.</p>
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming in badminton (2L) 2. Sport training in badminton as a transformational process: Managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determination of modal characteristics of athletes of different ages (2L) 4. Basic information systems for registration and analysis of competitive activity. (2L) 5. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 6. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process (2L) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various badminton training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the badminton competition calendar (2L) 10. Application of different methods of planning and programming training (2L) 11. Individualization of the training process in badminton (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements (2L) 13. Specificities of planning and programming of badminton training in younger age categories (2L) 14. Specificities of modelling training plan and programme in younger age categories: U11, U13, U15, U17, U19 (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Syllabi and curricula in the stage of final sports specialization in badminton (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual badminton training cycle (2L) 21. Standards and norms of total annual course load in badminton (2L)



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	<p>22. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages (2L + 2S)</p> <p>23. Structure and indicators of total training load in the mesocycle. Characteristics of the preparatory and competitive badminton mesocycle (2L)</p> <p>24. Structure and indicators of total training load in the microcycle. The peculiarities of the preparatory and competitive badminton microcycle (2L)</p> <p>25. Development of a training plan and programme in the preparation, competition and transition microcycle in badminton (2L+2S)</p> <p>26. Individual training, match, preparations away from home, sporting and leisure activities (2L)</p> <p>27. Internal structure, organization of design and implementation of individual training plans and programs in badminton (2L+2S)</p> <p>28. Environmental factors in the function of successful badminton training planning and programming (2L+2S)</p> <p>29. Professional-pedagogical standard and criteria of success of coaching work in badminton (2L)</p> <p>30. Professional practice with younger ages in badminton (2L)</p> <p>31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in badminton (4S)</p> <p>32. Conducting a review of training work in badminton (4S)</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2	(other)
			Oral exam	4	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%,				



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	Oral exam 45%		
	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)			
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the adoption of program content of the course Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN BADMINTON	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the badminton players' training control and teach them to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	This professional study will provide graduates with a necessary level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in badminton.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Explain basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in badminton that are suitable for determining the state of training - Distinguish knowledge and skills to select and perform diagnostic procedures to determine the fitness level of a badminton player - Apply the results of diagnostic procedures in conducting training processes with different groups of badminton players according to the criteria of age, sex and quality level - Apply basic statistical methods for control of training processes in badminton 		
2.5. Course content broken down in detail according to the course schedule	Lectures <ol style="list-style-type: none"> 1. Definition and content of badminton training control (2L) 2. Measurement and evaluation of initial, transitive and final training states and fitness in skating (4L) 3. Measurement and evaluation of anthropometric characteristics of badminton players (2L) 4. Measurement and evaluation of functional abilities of badminton players (2L) 		



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	<p>5. Measurement and evaluation of biochemical variables of badminton players (2L) 6. Measurement and evaluation of basic and specific motor skills of in badminton (4L) 7. Measuring and evaluating the personality traits and cognitive abilities of badminton players (4L) 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in badminton (4L) 9. Evaluation and application of standard situational performance indicators in modelling the badminton training (2L) 10. Determination of modal characteristics of athletes of different ages in badminton (4L)</p> <p>Seminars (<i>Creation of a term paper based on the measurement of a group of badminton players</i>)</p> <p>1. Diagnostic procedures in badminton: choice of characteristics (2S). 2. Choice of measuring instruments (1S). 3. Performing the measurements (2S). 4. Registration and processing of collected data (2S). 5. Analysis and interpretation of results (2S). 6. Presentation of the obtained results (2S). 7. Application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)



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2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of program content learning Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN BADMINTON I	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail according to the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN BADMINTON II	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail according to the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:		
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature <i>(available in the library and through other media)</i>	Title			Number of copies in the library	Availability through other media	
2.12th	Supplementary literature <i>(at the time of application of the study programme proposal)</i>						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Lidija Petrinović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN BADMINTON III	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	10
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail according to the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
		Experimental work		Research	Practical work
		Essay		Report	(other)
		Preliminary exams		Term paper	(other)
		Oral exam	(other)		
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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Sveučilište u Zagrebu

2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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Major - MISCELLANEOUS SPORTS - a new specialization BASEBALL



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Ph.D. Vlatko Vučetić, Senior Lecturer	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF BASEBALL	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Damir Mandić, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the basic settings of baseball which are contained within the topics of history, origin and development, current rules and their interpretation and the way of functioning of Croatian Baseball Association that promotes and manage sports activities at the domestic and international level.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the circumstances and place of origin of the Olympic sport baseball and with the factors that have led to greater or lesser, faster and slower spread of baseball in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules and will be able to interpret them. Students will gain insight into the organization of all structures that operate in baseball and that are important for its functioning from the lowest to the highest level: coaches association, referees association, sports club, city county federation, Croatian Baseball Association and Croatian Olympic board.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the emergence of baseball 2. A way of spreading and popularizing this sports activity 3. Development of baseball in Croatia and the world so far 4. Those items that led to the setting of this sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of baseball in Croatia and the world 		



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<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized baseball (2L) 2. Development and prevalence of baseball in Croatia and the world (2L) 3. World, European and official international competitions and championships for different age categories (4L) 4. Participation of Croatian athletes in international baseball competitions (2L) 5. Baseball Organization in Croatia and the World (2L) 6. Croatian Olympic Committee and the activities of the Croatian Baseball Association within it (2L) 7. Croatian Baseball Association: statutes, regulations, rules, forms, plans and activities for the development of individual boards, councils and committees (2L) 8. Organization and activities of the Referees Association of the Croatian Baseball Association (2L) 9. Organization and activities of the Coaches Association of the Croatian Baseball Association (2L) 10. Sports Club - Organization and Management (2L) 11. Official International Rules - Baseball Rules Committee of the International Baseball Federation (2L) 12. The development of rules (2L) 13. Refereeing (2L) 14. Staff (1L) 15. The impact of rules on the evolution of sports models (1L) 				
<p>2.6th Types of teaching:</p>	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>		<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>
			<p>Oral exam</p>		<p>(other)</p>
<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance 25%</p> <p>Written exam 75%</p>				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Department of Coach Training, Social Polytechnic of Zagreb. Zagreb: Faculty of Kinesiology	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Senior Lecturer	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF BASEBALL	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Matija Grofelnik	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Kinesiological Analysis of Baseball aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion or and the situational structures in baseball.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Sport, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive sport and recreation. The knowledge gained in this course will enable students to independently analyse sports activity, to draw conclusions about the principles of technique and tactics performance in this polystructural acyclic sport, and to structure training procedures more correctly.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in: <ul style="list-style-type: none"> - typical baseball structures - kinematic characteristics of baseball structures - kinetic characteristics of baseball structures - functional processes in baseball - anatomical characteristics of motor performance - characteristics of baseball according to structural complexity - characteristics of baseball according to the dominance of energy processes - the characteristics of baseball according to the manner in which the sports score is registered - notational analysis 		



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2.5th Course content broken down in detail according to the course schedule	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Baseball analysis by structural complexity (4L +4PC) 2. Baseball analysis according to biomechanical parameters (4L * 4PC) 3. Baseball analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators (5L +5S) 5. Kinesiological analysis of techniques (6L + 6PC) 6. Kinesiological analysis of attitudes (6L + 6PC) 7. Comparative analysis of the performance of technical elements of athletes of different ages and levels of competition (2L +2PC) 8. Comparative analysis of the performance of tactical elements of athletes of different ages and levels of competition (2L +2PC) 				
2.6th Types of teaching:	<input type="checkbox"/> x lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		Participation in extracurricular projects
	Preliminary exams		Term paper		Practical exam
			Oral exam	3	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%				
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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	Milanović, D. (2009). Coach Theory and Methodology, Department of Coach Education at the Social Science Polytechnic in Zagreb, Zagreb: Faculty of Kinesiology	5	
	Milanović, D. (1997) Handbook for Sport Coaches	20	
2.12th Supplementary literature (at the time of application of the study programme proposal)			
2.13th Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Senior Lecturer	1.6. Year of study	1st
1.2. Course title	Anthropological analysis in baseball	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Ozren Zec	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course in Anthropological Analysis of Sport is forming a highly educated professional staff with specific knowledge related to anthropological characteristics, i.e. the importance of anthropological characteristics and baseball skills (competitive, recreational and educational).		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Anthropological Analysis of Sport, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of baseball (education and high-level sports) as well as for recreational purposes. Students will gain knowledge of the impact of anthropological characteristics on the performance in this sports activity as well as the impact of baseball on properly directing the development of all anthropological features.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics in baseball of different sex, age and quality - the impact of different anthropological features (specification equation) on baseball performance - the psychological characteristics of athletes and the impact of the psychological and sociological component on baseball performance - the connection between anthropological characteristics and abilities - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of top athletes in baseball 		



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	- the impact of baseball on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes.				
2.5th Course content broken down in detail according to the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific skills and knowledge in baseball (3L + 2S) 2. Specific anthropological characteristics of baseball players of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on baseball performance (specification equation) (2L + 1S) 4. Model features of sports training (2L + 2S) 5. The relation between anthropometric characteristics of athletes and performance (3L + 1S) 6. The relation between functional characteristics of athletes with performance (3L + 1S) 7. The relation between athlete's motor skills and performance (3L + 1S) 8. The relation between athletes' cognitive abilities and conative characteristics with performance (3L + 1S) 9. Sociological components (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in baseball (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 				
2.6th Types of teaching:	× lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	2	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 16% Written exam – 34% Term paper – 16% Oral exam – 34%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Mišigoj - Duraković, M. (2008). Kinantropologija (Kinanthropology). Zagreb:Kineziološki fakultet	5	
	Milanović, D. (1997) Priručnik za sportske trenere (Handbook for Sports Coaches)	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Senior Lecturer	1.6. Year of study	1st
1.2. Course title	METHODOLOGY I. (BASEBALL)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Ozren Zec, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive performance. The second objective of the course is to introduce to students the rules of training process management and the purpose of the development of basic and specific physical fitness.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) - the importance of qualitative motor skills (coordination, balance, precision) - the influence of basic and specific functional abilities - methodology for the development of basic motor skills - methodology for the development of specific motor skills - methodology for the development of basic functional abilities - methodology for the development of specific functional abilities 		



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<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled in 1L +1PC except topics under no. 2 and 28 which are handled in 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in baseball 2. Basic methodical principles in physical conditioning in baseball 3. Organizational and methodical forms of physical conditioning in baseball 4. Locations, equipment and aids in physical conditioning in baseball 5. Organizational forms of physical conditioning in baseball 6. Classification of exercising methods for the development of physical fitness in baseball 7. Methods of power development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of flexibility development in general and basic physical conditioning 11. Methods of coordination development in general and basic physical conditioning 12. Methods of agility development in general and basic physical conditioning 13. Methods of precision development in general and basic physical conditioning 14. Methods of balance development in general and basic physical conditioning 15. Methods of developing aerobic capabilities in general and basic physical conditioning 16. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning 17. Methods of strength development in specific and situational physical conditioning in baseball 18. Methods of speed development in specific and situational physical conditioning in baseball 19. Methods of stamina development in specific and situational physical conditioning 20. Methods of flexibility development in specific and situational physical conditioning 21. Methods of coordination development in specific and situational physical conditioning 22. Methods of agility development in specific and situational physical conditioning 23. Methods of precision development in specific and situational physical conditioning 24. Methods of balance development in specific and situational physical conditioning 25. Methods of developing aerobic abilities in specific and situational physical conditioning 26. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning 27. Methods of developing and maintaining morphological characteristics in baseball 28. Control of physical conditioning in baseball 		
<p>2.6th Types of teaching:</p>	<p>× lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Term paper - 12.5% Oral exam - 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Milanović, D. (1997) Handbook for Sport Coaches			20		
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Ph.D. Vlatko Vučetić, Senior Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (BASEBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Damir Mandić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in baseball. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in baseball. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element - apply safety and monitoring exercises in training with athletes 		



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<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2P +2V except theme 23, which is taught only in class.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in baseball 2. Tactics and tactical preparedness in baseball 3. Theoretical basics of learning and teaching 4. Basic pedagogical and didactic principles in technical and tactical training 5. Basic methodical principles in technical and tactical training 6. Organizational and methodical forms of technical-tactical training 7. Locations, equipment and aids in technical and tactical training 8. Organizational forms in the technical and tactical preparation of athletes 9. Classification of teaching methods for the acquisition of motor skills 10. Specific methods for teaching the technique 11. Phases of learning and teaching technical elements 12. Initial teaching of technical elements 13. Advanced teaching of technical elements 14. Situational improvement of technical elements 15. Competitive training of technical elements 16. Learning and teaching principles - individualization 17. Learning and teaching principles - intensification 18. The process of teaching: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching: a demonstration of a motor task 20. The process of teaching: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching: motor errors in motor task performance - a structural and biomechanical approach 22. The process of teaching: correcting motor errors 23. The process of teaching: final control of the correctness of the performance of a motor task (2L) 24. Securing of the training process (safety and monitoring exercises) 		
<p>2.6th Types of teaching:</p>	<p>× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>



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2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam - 15% Term paper – 19% Practical work - 28% Oral exam - 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Milanović, D. (1997) Handbook for Sport Coaches			20	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process				



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Senior Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (BASEBALL)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Matija Grofelnik	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (44L +46PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various specific and situational elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently plan workloads and specific movement structures of athletes in competitive conditions. Based on the knowledge of fitness, technical and technical-tactical elements, the student will be able to choose the contents, workloads and methods applicable to specific energy processes and competitive situations. The basic learning outcome is the student's ability to integrate and implement the knowledge acquired in competitive conditions in baseball.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing specific elements - apply theoretical and practical knowledge of methods of teaching and practicing situational elements - improve specific physical conditioning - differentially apply different methods of giving information with regard to the participants' capabilities in baseball. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods 		



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	<ul style="list-style-type: none"> - analyse and evaluate the level of motor performance in situational conditions - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element 				
2.5. Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u> (teaching topic NO.1 deals only with 2PC, and topics no. 2 which are developed by types of sports branches and will be done in 44L +44PC)</p> <ol style="list-style-type: none"> 1. The process of teaching: final control of the correctness of the performance of a motor task 2. Specific methodologies for teaching structures (specific methods for practicing techniques of handing the ball, running a sewer ball, goalie technique, short corner, goal scores) 3. Specific physical conditioning of different age categories of baseball players 4. Technical - tactical training in situational conditions 5. Semi-active and active opponent, auxiliary situational games 6. Methods of offensive play 7. Teaching methodology for defensive tasks 8. Use of timeout from the offensive and defensive point of view 9. Methods and procedures in the game tactics analysis of different age categories 10. 				
2.6. Types of teaching:	<ul style="list-style-type: none"> × lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork 		<ul style="list-style-type: none"> × independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other) 	2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<ul style="list-style-type: none"> Class activity – 5% Written exam - 15% Term paper – 19% Practical work – 28% 				



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	Oral exam – 33%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. (1997) Handbook for Sport Coaches		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Senior Lecturer	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN BASEBALL	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Matija Grofelnik, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	Mastering the elementary knowledge of the professional basics of planning, programming and process control of baseball training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training in baseball.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in baseball. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future, selection procedure, characteristics of athletes and the conditions in which the training processes take place.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in baseball that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. 		



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	<p>- Students will learn how to create a specific training plan and programme for athletes and sports teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.</p>
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general, biological and methodological principles and rules in planning and programming of training. (2L) 2. Sport training in baseball as a transformational process: Managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of athletes of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic information systems for registration and analysis. (2L) 6. Evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various baseball training cycles (2L + 2S) 9. Application of the principles of sports preparation in relation to the specifics of the baseball competition calendar (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individual and individualized training process in baseball (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of baseball training in younger age categories (2L) 14. Specificities of modelling of training plan and programme in younger age categories. (2L) 15. Plan and programme in the Universal Sports School (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S). 19. Standards and norms of the total annual course load. (2L) 20. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S)



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	<p>21. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle. (2L)</p> <p>22. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle. (2L)</p> <p>23. Development of a training plan and programme in the preparation, competition and transition microcycle. (2L + 2S)</p> <p>24. Individual training, match, preparations away from home, sporting and leisure activities. (2L)</p> <p>25. A class of baseball sport training (internal structure, organization, design, preparation and implementation) (2L + 2S)</p> <p>26. Environmental factors in the function of successful training planning and programming (2L+ 2S)</p> <p>27. Professional-pedagogical standard and criteria of success of coaching work. (2L)</p> <p>28. Professional practice with younger age groups (2L)</p> <p>29. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in baseball (4S)</p> <p>30. Keeping a baseball log (4S)</p>				
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	2.5	Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2.0	(other)
			Oral exam	4.0	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Milanović, D. (1997) Priručnik za sportske trenere (Handbook for Sports Coaches)	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN BASEBALL	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes. 		
2.5th Course content broken down in detail according to the course schedule	Lectures <ol style="list-style-type: none"> 1. Definition and content of training control (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness (4L). 3. Measurement and evaluation of anthropometric characteristics of athletes (2L). 4. Measurement and evaluation of functional abilities of athletes. (2L). 5. Measurement and evaluation of biochemical variables of athletes (2L). 		



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	<p>6. Measurement and evaluation of basic and specific motor skills of athletes (4L). 7. Measuring and evaluating the personality traits and cognitive abilities of athletes (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of athletes of different ages (4L).</p> <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <p>1. Diagnostic procedures in baseball: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).</p>				
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3.0	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Milanović, D. (1997) Priručnik za sportske trenere (Handbook for Sports Coaches)	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN BASEBALL I	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5th Course content broken down in detail according to the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN BASEBALL 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail according to the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		



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2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th		Comments:	
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
		Experimental work		Research		Practical work	x
		Essay		Report		(other)	
		Preliminary exams		Term paper		(other)	
				Oral exam		(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th	Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12th	Supplementary literature (at the time of application of the study programme proposal)						
2.13th	Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN BASEBALL 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5th Course content broken down in detail according to the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) 		



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	<p>Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)</p>				
2.6th	Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th	Comments:
2.8th	Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9th	Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	Written exam	Project	
		Experimental work	Research	Practical work	x
		Essay	Report	(other)	
		Preliminary exams	Term paper	(other)	
			Oral exam	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11th	Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media	
2.12th	Supplementary literature (at the time of application of the study programme proposal)				



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2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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Study major - MISCELLANEOUS SPORTS - specialisation CYCLING (NEW)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Mario Kasović	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF CYCLING	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Prof. Branimir Štimec, Ph.D. Ninoslav Ružička, prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of cycling which are contained within the topics of history, origin and development, current rules and their interpretation within cycling, and the way of functioning of organized systems (associations) that promote and manage cycling at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level	There are no prerequisites for enrolment.		



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<p>competencies required for the course</p>	
<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>Students will become acquainted with the circumstances and place of origin of cycling and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize cycling. After completing this course, students will have an insight into the new rules of cycling and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in cycling and that are important for its functioning from the lowest to the highest level: coaches association, cycling sports club, city or county federation, Croatian Olympic Committee, continental federation and World Cycling Alliance</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the emergence of cycling 2. A way of spreading and popularizing cycling 3. Development of cycling so far 4. Those items that led to the setting of cycling rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of cycling in Croatia and the world
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized cycling (2L) 2. Development and prevalence of cycling in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian cyclists in international cycling competitions (2L) 6. Cycling organization in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. National Cycling Federation: Statutes, Regulations and Sectors of individual Boards, Councils and Commissions (2L) 9. Organization of sports officials (2L) 10. Coaches Association (2L) 11. Cycling Club - Organization and Management (2L) 12. Official International Rules (2L)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	13. The development of rules (2L) 14. Refereeing (2L) 15. Official staff (1L) 16. The impact of rules on the evolution of sports models (1L)				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%				
2.13. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Joe Friel (1997). Cestovni biciklizam (Road Cycling), Gopal, ISBN: 953-96607-5-0			2	
	James L. Witherell (2010). Bicycle History: A Chronological Cycling History of People, Races, and Technology, McGann Publishing LLC, ISBN: 978-0984311705			2	



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Sveučilište u Zagrebu

2.14. Supplementary literature (at the time of application of the study programme proposal)	Miran Kavaš (2013). Trening kolesarjev: praktični vidik (Cyclist Training: A Practical Aspect), Fundacija za Šport, ISBN: 978-961-276-739-6
2.15. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Mario Kasović	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF CYCLING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Prof. Branimir Štimec, Ph.D. Ninoslav Ružička, prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Cycling aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of cycling, which together form the structures of motion and the situational structures at competitions.		
2.2. Requirements for enrolling in the course and entry-level	There are no prerequisites for enrolment.		



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Sveučilište u Zagrebu

competencies required for the course			
2.3. Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Cycling, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive cycling and recreation.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge of:</p> <ul style="list-style-type: none"> - typical motion structures in cycling - typical structures of situations in cycling - kinematic characteristics of cycling structures - kinetic characteristics of cycling structures - functional cycling skills - anatomical characteristics of motor performance in cycling - characteristics of cycling according to structural complexity - characteristics of cycling according to the dominance of energy processes - characteristics of cycling according to the manner in which the sports score is registered - notational analysis 		
2.5. Course content broken down in detail according to the course schedule	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Cycling race analysis by structural complexity (4L +4PC) 2. Cycling race analysis according to biomechanical parameters (4L * 4PC) 3. Cycling race analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in cycling (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in cycling(6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of cycling tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical elements of cyclists of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of cyclists of different ages and levels of competition (2P +2V) 		
2.6. Types of teaching:	× lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	3	Written exam	6	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25%			Written exam 75%		
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Joe Friel (1997). Cestovni biciklizam (Road Cycling), Gopal, ISBN: 953-96607-5-0			2		
	Joe Friel. Tudor O. Bompá (2003). The Cyclist's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 9781931382212			2		
	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2			2		



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Sveučilište u Zagrebu

2.12. Supplementary literature (at the time of application of the study programme proposal)	Miran Kavaš (2013). Trening kolesarjev: praktični vidik (Cyclist Training: A Practical Aspect), Fundacija za Šport, ISBN: 978-961-276-739-6
2.13. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Mario Kasović	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN CYCLING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Senior Lecturer Branimir Štimec, Ph.D. Ninoslav Ružička, prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Cycling aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, i.e. the importance of anthropological characteristics and cycling skills (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>By completing the course Anthropological Analysis in Cycling, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and skills in all aspects of cycling (education and high-level sports) as well as for recreational purposes.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of cyclists of different sex, age and quality - the impact of different anthropological features (specification equation) on cycling performance. - the psychological characteristics of cyclists and the impact of the psychological and sociological component on cycling performance. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of top athletes in cycling. - the impact of cycling on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 		
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Cyclist specific skills and knowledge (3L + 2S) 2. Specific anthropological characteristics of cyclists of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on cycling performance (specification equation) (2L + 1S) 4. Model features of cycling training (2L + 2S) 5. The relation between anthropometric characteristics of cyclists and cycling performance (3L + 1S) 6. The relation between functional characteristics of cyclists and cycling performance (3L + 1S) 7. The relation between cyclist motor skills and cycling performance (3L + 1S) 8. The relation between cyclist's cognitive abilities and conative characteristics and cycling performance (3L + 1S) 9. Sociological components in cycling (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in cycling (2L + 1S) 12. The influence of cycling on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>× lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	2	Written exam	3	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25%			Written exam 75%		
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2			2		
	Joe Friel (2009). The Cyclist's Training Bible. VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 978-1-934030-20-2			2		
	Joe Friel. Tudor O. Bompá (2003). The Cyclist's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 9781931382212			2		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Joe Friel (1997). Cestovni biciklizam (Road cycling), Gopal, ISBN: 953-96607-5-0
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Mario Kasović	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I (CYCLING)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Prof. Branimir Štimec, Ph.D. Ninoslav Ružička, Prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive cycling performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2. Requirements for enrolling in the course and entry-level	There are no prerequisites for enrolment.		



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competencies required for the course	
2.3. Learning outcomes at the programme level to which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in cycling.
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in cycling - the importance of qualitative motor skills (coordination, balance, precision) in cycling - the influence of basic and specific functional skills in cycling - methodology for the development of basic motor skills - methodology for the development of specific motor skills - methodology for the development of basic functional abilities - methodology for the development of specific functional abilities
2.5. Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1L +1PC except topics under no. 2 and 28 which are handled in 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of cyclists 2. Basic methodical principles in physical conditioning of cyclists 3. Organizational and methodical forms of physical conditioning of cyclists 4. Locations, equipment and aids for physical conditioning in cycling 5. Organizational forms of physical conditioning in cycling 6. Classification of exercising methods for the development of physical fitness in cycling 7. Methods of power development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of flexibility development in general and basic physical conditioning 11. Methods of coordination development in general and basic physical conditioning 12. Methods of agility development in general and basic physical conditioning 13. Methods of precision development in general and basic physical conditioning 14. Methods of balance development in general and basic physical conditioning 15. Methods of developing aerobic capabilities in general and basic physical conditioning



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	<p>16. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning</p> <p>17. Methods of power development in specific and situational physical conditioning</p> <p>18. Methods of speed development in specific and situational physical conditioning</p> <p>19. Methods of stamina development in specific and situational physical conditioning in baseball</p> <p>20. Methods of flexibility development in specific and situational physical conditioning</p> <p>21. Methods of coordination development in specific and situational physical conditioning</p> <p>22. Methods of agility development in specific and situational physical conditioning</p> <p>23. Methods of precision development in specific and situational physical conditioning</p> <p>24. Methods of balance development in specific and situational physical conditioning</p> <p>25. Methods of developing aerobic abilities in specific and situational physical conditioning</p> <p>26. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning</p> <p>27. Methodology for development and maintenance of morphological characteristics in cyclists</p> <p>28. Control of physical conditioning of athletes</p>				
<p>2.6. Types of teaching:</p>	<p>× lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>× practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>2</p>	<p>Written exam</p>	<p>5</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>
			<p>Oral exam</p>		<p>(other)</p>



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2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2	2	
	Joe Friel (2009). The Cyclist's Training Bible. VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 978-1-934030-20-2	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Joe Friel (1997). Cestovni biciklizam (Road cycling), Gopal, ISBN: 953-96607-5-0		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (CYCLING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Prof. Branimir Štimec Ninoslav Ružička, Prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2nd Requirements for enrolling in the course and entry-level	There are no prerequisites for enrolment.		



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competencies required for the course			
2.3rd Learning outcomes at the programme level to which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in cycling. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.</p>		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors 		
2.5th Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 12 which is broken down by types of sports branches and is processed by 22L +22PC)</p> <ol style="list-style-type: none"> 1. Technique, technical readiness and technical preparation in cycling 2. Tactics, tactical preparedness and tactical preparation in cycling 3. Theoretical basics of learning and teaching in cycling 4. Basic pedagogical and didactic principles in technical and tactical training of cyclists 5. Basic methodical principles in technical and tactical training of cyclists 6. Organizational and methodical forms of technical-tactical training of cyclists 7. Locations, equipment and aids in technical and tactical training of cyclists 8. Organizational forms in the technical and tactical preparation of cyclists 9. Classification of teaching methods for the acquisition of motor skills in cycling 10. Specific methods for teaching the technique in cycling 11. Phases of learning and teaching technical elements in cycling 12. Initial teaching of technical elements in cycling 		
2.6th Types of teaching:	<p>× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam	4.5	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2			2		
	Joe Friel (2009).The Cyclist's Training Bible. VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 978-1-934030-20-2			2		



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	<u>Joe Friel. Tudor O. Bompá</u> (2003). The Cyclist's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 9781931382212	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Joe Friel (1997). Cestovni biciklizam (Road cycling), Gopal, ISBN: 953-96607-5-0		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (CYCLING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Prof. Branimir Štimec Ninoslav Ružička, Prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in cycling. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply various methods of giving information with regard to the participants' capabilities in physical exercise and cycling - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - determine the final level of successful performance of a technical or technical-tactical element
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 12 which is broken down by types of sports branches and is processed by 22L +22PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in cycling 2. Situational improvement of technical elements in cycling 3. Competitive training of technical elements in cycling 4. Learning and teaching principles in cycling - individualization 5. Learning and teaching principles in cycling - intensification 6. The process of teaching in cycling: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in cycling: demonstration of technical and technical-tactical task performance 8. The process of teaching in cycling: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in cycling: motor errors in motor task performance - a structural and biomechanical approach 10. The process of teaching in cycling: correcting motor errors 11. The process of teaching in cycling: final control of the correctness of the performance of a motor task



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	12. Specificities of methodical learning and teaching procedures in cycling are dominated by a process of methodologies for learning and teaching the tactical elements of particular disciplines (22L +22PC)				
2.6. Types of teaching:	× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	4.5	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2	2	
	Joe Friel (2009). The Cyclist's Training Bible. VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 978-1-934030-20-2	2	
	<u>Joe Friel. Tudor O. Bompá</u> (2003). The Cyclist's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 9781931382212	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Joe Friel (1997). Cestovni biciklizam (Road cycling), Gopal, ISBN: 953-96607-5-0		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN CYCLING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Prof. Branimir Štimec Ninoslav Ružička, Prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours:</i> 36L *
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming cycling training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in cycling. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in cycling that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of cyclists. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of cyclists involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for cyclists and cycling teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in cycling. (2L) 2. Sport training in cycling as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of cyclists of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic information systems for registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various cycling training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the cycling competition calendar. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L)



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	<ol style="list-style-type: none"> 11. Individualization of the training process in cycling. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in cycling. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 12-14-16-18 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in cycling (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S). 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual cycling training cycle. (2L) 21. Standards and norms of the total annual course load in cycling. (2L) 22. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in cycling, (2L) 24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in cycling. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in cycling. (2L + 2S) 26. Individual training, match, preparations away from home, sporting and leisure activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programs in cycling. (2L + 2S) 28. Environmental factors in the function of successful skating training planning and programming in cycling. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in cycling. (2L) 30. Professional practice with younger age groups in cycling. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in cycling. (4S) 32. Keeping a cycling log (4S) 		
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks	2.7. Comments:



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	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	2	Project	
	Experimental work		Research			
	Essay		Report		(other)	
	Preliminary exams		Term paper	2	(other)	
			Oral exam	4	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%					
2.11. Required literature (available in the library and through other media) <i>CYCLING</i>	Title				Number of copies in the library	Availability through other media
	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2				2	



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	Joe Friel (2009). The Cyclist's Training Bible. VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 978-1-934030-20-2	2	
	Joe Friel. <u>Tudor O. Bompa</u> (2003). The Cyclist's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 9781931382212	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Joe Friel (1997). Cestovni biciklizam (Road cycling), Gopal, ISBN: 953-96607-5-0		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN CYCLING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Prof. Branimir Štimec Ninoslav Ružička, Prof. Matija Kvasina, student assistant	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control in cycling. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in cycling that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in the sports field. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in cycling.
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in cycling (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in cycling (4L). 3. Measurement and evaluation of anthropometric characteristics of cyclists (2L). 4. Measurement and evaluation of functional abilities of cyclists. (2L). 5. Measurement and evaluation of biochemical variables of cyclists (2L). 6. Measurement and evaluation of basic and specific motor skills of cyclists (4L). 7. Measurement and evaluation of the personality traits and cognitive abilities of cyclists (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of cyclists in modelling the training process in cycling (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of cyclists of different ages in cycling (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in cycling: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S).



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8. Application of test results in controlling the effects of training and competition (2S).					
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Shannon Sovndal (2010). Biciklizam anatomija (Cycling Anatomy), Data status Beograd, ISBN: 978-86-7478-127-2			2	



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	Joe Friel (2009). The Cyclist's Training Bible. VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 978-1-934030-20-2	2	
	<u>Joe Friel. Tudor O. Bompa</u> (2003). The Cyclist's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 9781931382212	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Joe Friel (1997). Cestovni biciklizam (Road cycling), Gopal, ISBN: 953-96607-5-0		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN CYCLING I	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail according to the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN CYCLING II	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5th Course content broken down in detail according to the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6th Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7th Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11th Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
2.12th Supplementary literature (at the time of application of the study programme proposal)						
2.13th Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Mario Kasović	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN CYCLING III	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	5
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness		
2.5. Course content broken down in detail according to the course schedule	- Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC)		



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	Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					



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2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.
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Study direction- MISCELLANEOUS SPORTS - Orientation CYCLING (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Viktorija Nagorna	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATION AND ORGANIZATION OF BILLIARDS	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Asst. Prof., Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the basic settings of billiards which are contained within the topics of history, origin and development, current rules and their interpretation and the way of functioning of billiards association that promotes and manage sports activities at the domestic and international level.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the circumstances and place of origin of billiards and with the factors that have led to greater or lesser, faster and slower spread of billiards (pool, snooker, carambole) in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules and will be able to interpret them. Students will gain insight into the organization of all structures that operate in billiards and that are important for its functioning from the lowest to the highest level: coaches association, sports club, city county federation, Croatian Olympic Committee, International Billiards and Snooker Federation.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the emergence of billiards 2. A way of spreading and popularizing this sports activity 3. Development of billiards in Croatia and the world so far 4. Those items that led to the setting of this sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of billiards in Croatia and the world 		



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<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized billiards (2L) 2. Development and prevalence of billiards in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian athletes in international billiards competitions (2L) 6. Billiards organization in Croatia and the world (2L) 7. Croatian Olympic Committee and the activities of the billiards federation within it (2L) 8. National Sports Federation: Statutes, Regulations and Sectors of Individual Boards, Councils and Commissions (2L) 9. Organization of sports officials (2L) 10. Coaches Association (2L) 11. Billiards Club - Organization and Management (2L) 12. Official International Rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules and equipment on the evolution of sports models (1L) 					
<p>2.6th Types of teaching:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online X blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>			
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i></p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>	
			<p>Oral exam</p>	<p>1</p>	<p>(other)</p>	



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2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 33.3% Written exam 33.3% Oral exam 33.3%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	The rules of the competition Billiard Sports (pyramid, snooker, pool) (2009). - Kiev, 2009. - 74 p.	2	
	Nadezhdyna, V. (2008). Billiards "pool". Minsk: Harvest.-96 p.	2	
Lehman, L. (2009). Theory billiard games. Moscow: Chelovek.-320 p	2		
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Viktoriia Nagorna	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF BILLIARDS	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Asst. Prof. Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Kinesiological Analysis of Billiards aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion and the situational structures in billiards.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Billiards, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive sport and recreation. The knowledge gained in this course will enable students to independently analyse sports activity, to draw conclusions about the principles of technique performance in this polystructural acyclic sport, and to structure training procedures more correctly.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge of: <ul style="list-style-type: none"> - typical motion structures in billiards - kinematic characteristics of billiard structures - kinetic characteristics of billiard structures - functional processes in billiards - anatomical characteristics of motor performance in billiards - characteristics of billiards according to structural complexity 		



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	<ul style="list-style-type: none"> - characteristics of billiards according to the dominance of energy processes - characteristics of billiards according to the manner in which the sports score is registered - notational analysis 				
2.5th Course content broken down in detail according to the course schedule	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of billiard activity by structural complexity (4L +4PC) 2. Analysis of billiard activity according to biomechanical parameters (4L*4PC) 3. Analysis of billiard activity by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in billiards (5L) 5. Analysis of structures, substructures and structural units of the technique in billiards (6L + 6PC) 6. Phase structure of technical elements performance in billiards (6L + 6PC) 7. Analysis of structures, substructures and structural elements in billiards (6L + 6PC) 8. Phase structure of tactical elements performance in billiards (6L + 6PC) 9. Comparative analysis of the performance of technical elements of billiard players of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of billiard players of different ages and levels of competition (2L +2PC) 11. The impact of billiard equipment on the performance of technical and tactical elements in billiards (5S) 				
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input checked="" type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching	2.7th	Comments:
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		Participation in extracurricular projects
	Preliminary exams		Term paper		Practical exam
			Oral exam	3	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance – 11% Written exam – 11% Practical work – 44%				



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Oral exam – 34%			
	Title	Number of copies in the library	Availability through other media
2.11th Required literature (available in the library and through other media)	Lehman, L. (2009). Theory Billiard Games. Moscow: Chelovek.-320 p.	2	
	Coriolis, G. The Mathematical Theory of Phenomena Snooker: trans. with fr. I. Veselovsky, MM Gernet. - M.: Nick Press, 1999. - 367 p.	2	
	Nadezhdyna, V. (2008). Billiards "Pool". Minsk: Harvest.-96 p	2	
2.12th Supplementary literature (at the time of application of the study programme proposal)	Gotovceva, V.L. 2001). Billiard sports. Kiev: Olympus Lighted.- 215 p		
	Coriolis, G. (1999). The mathematical theory of phenomena snooker: trans. with fr. I. Veselovsky, MM Gernet. - M.: Nick Press, - 367 p.		
2.13th Quality assurance methods that provide the acquisition of output competences	Baić, M., Polišuk, L., Nagorna, V. (2014). The main components of coordination preparedness of sportsmen high class in game sports (as an example of billiards and tennis). Kiev: Science in Olympic Sport, Vol. 3, pp. 8-12.		
	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Viktoriia Nagorna	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN BILLIARDS	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof. Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Anthropological Analysis of Billiards aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and billiard skills (competitive and recreational).		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Anthropological Analysis in Billiards, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all phases of the sport activity, whether it is competitive billiards or sport for recreational purposes. Students will gain knowledge of the impact of anthropological characteristics on the performance in this sports activity as well as of the impact of billiards on the development of certain anthropological abilities and features.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in <ul style="list-style-type: none"> - the anthropological characteristics of billiard players of different sex, age and quality - the impact of different anthropological features (specification equation) on billiard performance. - the psychological characteristics of athletes and the impact of the psychological and sociological component on billiard performance. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. 		



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	<ul style="list-style-type: none"> - the modal values of high-level athletes in billiards. - the impact of billiards on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 				
2.5th Course content broken down in detail according to the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific skills and knowledge in billiards (3L + 2S) 2. Specific anthropological characteristics of billiard players of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on billiard performance (specification equation) (2L + 1S) 4. Model features of billiard training (2L + 2S) 5. The relation between anthropometric characteristics of athletes and billiard performance (3L + 1S) 6. The relation between functional characteristics of athletes and billiard performance (3L + 1S) 7. The relation between athlete's motor skills and billiard performance (3L + 1S) 8. The relation between athletes' cognitive abilities and conative characteristics with billiard performance (3L + 1S) 9. Sociological components in billiards (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in billiards(2L + 1S) 12. The influence of billiards on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 				
2.6th Types of teaching:	<ul style="list-style-type: none"> × lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork 	<ul style="list-style-type: none"> <input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes x mentoring <input type="checkbox"/> (other) 	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	1	(other)



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2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance – 20% Written exam – 20% Practical work – 40% Oral exam – 20%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Baić, M., Polišek, L., Nagorna, V. (2014). The main components of coordination preparedness of sportsmen high class in game sports (as an example of billiards and tennis). Kiev: Science in Olympic Sport, Vol. 3, pp. 8-12.	2	
	Nagorna, V. (2010). Condition of physiological functions of billiard players with various qualifications b IN: Olympic sports and sports for all: 14th International Scientific Congress dedicated to the 80th anniversary of NUFVSU (Kiev, 5-8 October 2010): Abstracts. (pp. 89). Kiev: Olympic literature.	2	
Nagorna, V., Gorosko, V. (2005). Features of coordination skills of billiard players at the stage of initial training. Pedagogy, psychology and medical-biological problems of physical education and sport. (pp. 40-45). Kharkiv	2		
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Viktoriia Nagorna	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I (BILLIARDS)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Asst. Prof. Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning in billiards on competitive billiard performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities of billiard players.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in billiards.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in billiards - the importance of qualitative motor skills (coordination, balance, precision) in billiards - the influence of basic and specific functional abilities in billiards - methodology for the development of basic motor skills - methodology for the development of specific motor skills - methodology for the development of basic functional abilities - methodology for the development of specific functional abilities 		



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<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in billiards (1L+1PC) 2. Basic methodical principles in physical conditioning in billiards (1L+1PC) 3. Organizational and methodical forms of physical conditioning in billiards (1L+1PC) 4. Locations, equipment and aids in physical conditioning in billiards (1L+1PC) 5. Organizational forms of physical conditioning in billiards (1L+1PC) 6. Classification of exercising methods for the development of physical fitness in billiards (1L+1PC) 7. Methods of strength development in general and basic physical conditioning in billiards (2L+2PC) 8. Methods of endurance development in general and basic physical conditioning in billiards (1L+1PC) 9. Methods of flexibility development in general and basic physical conditioning in billiards (1L+1PC) 10. Methods of coordination and balance development in general and basic physical conditioning in billiards (2L+2PC) 11. Methods of precision and agility development in general and basic physical conditioning in billiards (2L+2PC) 12. Methods of aerobic fitness development in general and basic physical conditioning in billiards (1L+1PC) 13. Methods of strength and speed development in specific and situational physical conditioning in billiards (2L+2PC) 14. Methods of stamina development in specific and situational physical conditioning in billiards (1L+1PC) 15. Methods of flexibility development in specific and situational physical conditioning in billiards (1L+1PC) 16. Methods of coordination and balance development in specific and situational physical conditioning in billiards (2L +2PC) 17. Methods of precision and agility development in specific and situational physical conditioning in billiards (4L+4PC) 18. Methods for developing aerobic abilities in specific and situational physical conditioning in billiards (2L+2PC) 19. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning in billiards (2L+2PC) 		
<p>2.6th Types of teaching:</p>	<p>× lectures <input type="checkbox"/> seminars and workshops × practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes x mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>		



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2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam	2	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance – 14.3% Written exam – 28.6% Practical work – 28.6% Oral exam – 28.6%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Baić, M., Polišek, L., Nagorna, V. (2014). The main components of coordination preparedness of sportsmen high class in game sports (as an example of billiards and tennis). Kiev: Nauka v olimpijskom sportu, Vol 3, pp 8-12.				2	
	Nagorna, V. (2005). Special performance features of billiards (pool) considering sexual dimorphism. Theory and Methods of Physical Education and Sport, 01, 81-83.				2	
	Loshakov, AL (2004). The ABCs of pool. M.: Tsentspoligraf.-415 p.				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Nagorna, V. (2008). Construction of recreation classes with "pool" - billiard for people of mature age (Thesis. ... Cand. Of Physical Sciences. Education and Sports of 24.00.02), 198 p. Kiev.					
	Nagorna, V. (2004). Construction of fitness classes with "pool" billiard for men and women of the first mature age. In: Young sports science Ukraine; Proceedings of the field Phys. Culture and Sports: Periodical. (pp. 249-252). Lviv: Ukrainian technologies.					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Viktoriia Nagorna	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (BILLIARDS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in billiards.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in billiards. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in billiards.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in billiards; - differentially apply different methods of giving information with regard to the participants' capabilities in billiards; - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods; - analyse and evaluate the level of motor performance in billiards; 		



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	<ul style="list-style-type: none"> - determine the existence of motor errors in billiards; - choose methodical procedures for correcting motor errors in billiards; - determine the final level of successful performance of a technical or technical-tactical element in billiards. 				
2.5th Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in billiards (15L+15PC) 2. Classification of teaching methods for the acquisition of motor skills in billiards (2L+2PC) 3. Specific methodical procedures for teaching the technique in billiards (2L+2PC) 4. Phases of learning and teaching technical elements in billiards (2L +2PC) 5. Basic teaching of technical elements in billiards (2L+2PC) 6. Advanced teaching of technical elements in billiards (2L +2PC) 7. Situational improvement of technical elements in billiards (2L+2PC) 8. Competitive training of technical elements in billiards (3L+3PC) 9. Learning and teaching principles in billiards – individualization (3L+3PC) 10. Learning and teaching principles in billiards – intensification (3L+3PC) 11. The process of teaching in billiards: a description and explanation of the structural, biomechanical and anatomical features of a motor task (3L+3PC) 12. The process of teaching in billiards: a demonstration of a motor task (3L+3PC) 13. The process of teaching in billiards: evaluating motor performance - detecting motor errors (causes and consequences) (3L+3PC) 				
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input checked="" type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input checked="" type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	2	Written exam	2.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	2	(other)



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2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance - 23.5% Written exam - 29.5% Practical work - 23.5% Oral exam - 23.5%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Nagorna, V. (2005). Features of teaching methods and improving performance shock "backstay" in pool-billiards. In: Young sports science Ukraine; Proceedings of the field Phys. Culture and Sports: Periodical 121-125. Lviv: Ukrainian technologie.	2	
	Nagorna, V. (2005). Special performance features of billiards (pool) considering sexual dimorphism. Theory and Methods of Physical Education and Sport, 01, 81-83.	2	
	Loshakov, AL (2004). The ABCs of pool. M.: Tsentpoligraf.-415 p.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Nagorna, V. (2008). Construction of recreation classes with "pool" - billiard for people of mature age (Thesis. Thesis. ... Cand. Of Physical Sciences. Education and Sports of 24.00.02), 198 p. Kiev. Nagorna, V. (2004). Construction of fitness classes with "pool" billiard for men and women of the first mature age. In: Young sports science Ukraine; Proceedings of the field Phys. Culture and Sports: Periodical. (249-252). Lviv: Ukrainian technologies.		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Viktoriia Nagorna	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (BILLIARDS)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof. Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in billiards.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in billiards. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in billiards.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in billiards; - differentially apply different methods of giving information with regard to the participants' capabilities in billiards; - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods; - analyse and evaluate the level of motor performance in billiards; - determine the existence of motor errors in billiards; 		



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	<ul style="list-style-type: none"> - choose methodical procedures for correcting motor errors in billiards; - determine the final level of successful performance of a technical or technical-tactical element in billiards. 				
2.5th Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Basic teaching of technical elements in billiards (2L+2PC) 2. Advanced teaching of technical elements in billiards (2L +2PC) 3. Situational improvement of technical elements in billiards (2L+2PC) 4. Competitive training of technical elements in billiards (2L+2PC) 5. Learning and teaching principles in billiards – individualization (2L+2PC) 6. Learning and teaching principles in billiards – intensification (2L+2PC) 7. The process of teaching in darts: a description and explanation of the structural, biomechanical and anatomical features of a motor task (2L+2PC) 8. Demonstration of technical and technical-tactical task performance (2L +2PC) 9. Evaluating motor performance - detecting motor errors (causes and consequences) (2L+2PC) 10. The process of teaching in billiards: motor errors in motor task performance - a structural and biomechanical approach (2L+2PC) 11. The process of teaching in billiards: correcting motor errors (2L+2PC) 12. The process of teaching in billiards: final control of the correctness of the motor task execution (2L+2PC) 13. Specificities of methodical learning and teaching procedures in billiards (21L +21PC) 				
2.6th Types of teaching:	<ul style="list-style-type: none"> × lectures <input type="checkbox"/> seminars and workshops × practical classes <input type="checkbox"/> entirely online X blended courses <input type="checkbox"/> fieldwork 	<ul style="list-style-type: none"> × independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes × mentoring <input type="checkbox"/> (other) 	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	2	Written exam	2.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	2	(other)



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2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance - 23.5% Written exam - 29.5% Practical work - 23.5% Oral exam - 23.5%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Nagorna, V. (2005). Features of teaching methods and improving performance shock "backstay" in pool-billiards. In: Young sports science Ukraine; Proceedings of the field Phys. Culture and Sports: Periodical 121-125. Lviv: Ukrainian technologie.	2	
	Nagorna, V. (2005). Special performance features of billiards (pool) considering sexual dimorphism. Theory and Methods of Physical Education and Sport, 01, 81-83	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Loshakov, AL (2004). The ABCs of pool. M.: Tsentpoligraf.-415 p.		
	Nagorna, V. (2008). Construction of recreation classes with "pool" - billiard for people of mature age (Thesis. Thesis. ... Cand. Of Physical Sciences. Education and Sports of 24.00.02), 198 p. Kiev Nagorna, V. (2004). Construction of fitness classes with "pool" billiard for men and women of the first mature age. In: Young sports science Ukraine; Proceedings of the field Phys. Culture and Sports: Periodical. (249-252). Lviv: Ukrainian technologies.		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Viktoriia Nagorna	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN BILLIARDS	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Asst. Prof. Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming billiard training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training in billiards.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in billiards. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in billiards that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process in billiards. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. 		



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	<p>- Students will learn how to create a specific training plan and programme for athletes and sports teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.</p>
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in billiards. (2L) 2. Sport training in billiards as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of athletes of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic information systems for registration and analysis of billiards. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various billiard training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in billiards. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in billiards. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in billiards. (2L) 14. Specificities of modelling of training plan and programme in younger age categories. (2L) 15. Plan and programme in primary sports school of billiards (2L + 2S) 16. Plan and programme in the specialized sports school of billiards (2L + 2S) 17. Plan and programme in the final stage of sports specialization in billiards (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S). 19. Standards and norms of the total annual course load. (2L) 20. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 21. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in billiards. (2L)



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	<p>22. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in billiards. (2L)</p> <p>23. Development of a training plan and programme in the preparation, competition and transition microcycle in billiards. (2L + 2S)</p> <p>24. Individual training, match, preparations away from home, sporting and leisure activities. (2L)</p> <p>25. Internal structure, organization of design and implementation of individual training plans and programmes in billiards. (2L + 2S)</p> <p>26. Environmental factors in the function of successful training planning and programming in billiards (2L+ 2S)</p> <p>27. Professional-pedagogical standard and criteria of success of coaching work in billiards. (2L)</p> <p>28. Professional practice with younger age groups in billiards. (2L)</p> <p>29. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in billiards. (4S)</p> <p>30. Keeping a billiard log (4S)</p>				
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>2</p>	<p>Written exam</p>	<p>2</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>2</p>	<p>(other)</p>
			<p>Oral exam</p>	<p>3</p>	<p>(other)</p>
<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance - 22.2%</p> <p>Written exam - 22.2%</p> <p>Seminar work - 22.2%</p> <p>Oral exam - 33.4%</p>				
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>



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	Nadezhdyna, V. (2008). Billiards "pool". Minsk: Harvest.-96 p	2	
	Lehman, L. (2009). Theory billiard games. Moscow: Chelovek.-320 p	2	
	Nagorna, V., Zaostrovsev, A. (2010). Billiard Sports: training program for youth sportsschools. Kiev: Olympic literature, 2010. -96 p.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Viktoriia Nagorna	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN BILLIARDS	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof., Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control in billiards. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in billiards.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in billiards that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in billiards. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in billiards. 		
2.5th Course content broken down in detail according to the course schedule	Lectures 1. Definition and content of training control in billiards (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in billiards (4L). 3. Measurement and evaluation of anthropometric characteristics of athletes (2L). 4. Measurement and evaluation of functional abilities of athletes. (2L). 5. Measurement and evaluation of biochemical variables of athletes (2L). 6. Measurement and evaluation of basic and specific motor skills of athletes (4L). 7. Measuring and evaluating the personality traits and cognitive abilities of athletes (4L).		



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	<p>8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in billiards (4L)</p> <p>9. Evaluation and application of standard situational performance indicators in modelling the training process (2L)</p> <p>10. Determining model characteristics of athletes of different ages in billiards (4L).</p> <p>Seminars</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in billiards: choice of latent dimensions (2S). 2. Choice of measuring instruments (1S). 3. Performing the measurements (2S). 4. Registration and processing of collected data (2S). 5. Analysis and interpretation of results (2S). 6. Presentation of the obtained results (2S). 7. Application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 				
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input checked="" type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam	1	Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	2	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance - 20% Written exam - 20% Term paper - 20% Oral exam – 40%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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	Nagorna, V. (2005) The use of psycho-physiological tests in learning the basics of billiards for men and women of the first mature age. Sports Bulletin Dnieper, 3, 145-146.	2	
	Loshakov, AL (2004). The ABCs of pool. M.: Tsentpoligraf.-415 p.	2	
	Nagorna, V. (2008). Construction of recreation classes with "pool" - billiard for people of mature age (Thesis. ...Cand. Of Physical Sciences. Education and Sports of 24.00.02), 198 p. Kiev	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Viktoriia Nagorna	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN BILLIARDS 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers	Asst. Prof., Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail according to the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Viktoriia Nagorna	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN BILLIARDS 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof., Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail according to the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof., Viktoriia Nagorna	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN BILLIARDS 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof., Mario Baić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course Status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail according to the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) 		



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	<ul style="list-style-type: none"> - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 				
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:		
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks			
	x practical classes	<input type="checkbox"/> laboratory classes			
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring			
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)			
	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of output competences	Anonymous student survey.				



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Study major – MISCELLANEOUS SPORTS – specialisation WEIGHTLIFTING (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Zrinko Čustonja	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF WEIGHTLIFTING	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Senior Lecturer Dario Škegro, Ph.D. Senior Lecturer Asim Bradić, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours:</i> 12L *
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of the historical aspect of the emergence and development of weightlifting, with current rules and their interpretation, and the functioning of organized systems (federations) that manage weightlifting and promote it at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the historical circumstances, place and time of origin of weightlifting, and with the factors that have led to greater or lesser, faster and slower spreading of this sport in the world and Croatia. The information provided will help to continue the spreading and popularization of weightlifting. After completing the course, students will have insight into weightlifting rules which they will be able to interpret and understand their purpose within the sport. Students will gain insight into the organization of all structures in weightlifting that are important for its functioning from the lowest to the highest level: coaches association, weightlifting club, city or county federation, national federation, Croatian Olympic Committee, continental federation and the International Weightlifting Federation		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>In accordance with the defined learning outcomes at the programme level, after completing the course students will acquire knowledge which will help them understand:</p> <ol style="list-style-type: none"> 1. Historical circumstances that led to the creation of weightlifting 2. A way of spreading and popularizing weightlifting 3. The development of weightlifting so far 4. Setting of weightlifting rules as well as the circumstances that prompted their review and/or upgrade 5. The internal structure of the organizations in charge of weightlifting in Croatia and the world 		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The appearance of organized weightlifting (2L) 2. Development and prevalence of weightlifting in Croatia and the world (2L) 3. World and European Championships for different age categories (2L) 4. Official international competitions (2L) 5. Participation of Croatian weightlifters in international competitions (2L) 6. Weightlifting organisation in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. Croatian Weightlifting Federation: statutes, regulations and sectors of activities of individual boards, councils and commissions (2L) 9. Organization of sports officials (2L) 10. Coaches association (2L) 11. Weightlifting club - organization and management (2L) 12. Official weightlifting rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Official staff (1L) 16. The impact of the rules on the evolution of the sports model (1L) 				
<p>2.6. Types of teaching:</p>	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>		<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>
			<p>Oral exam</p>		<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance 25%</p> <p>Written exam 75%</p>				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Zagreb: Odjel za izobrazbu trenera Društvenog veleučilišta u Zagrebu i Kineziološki fakultet Sveučilišta u Zagrebu. – izabrana poglavlja Jajčević, Z. (2007). Olimpizam u Hrvatskoj (Olympism in Croatia). Zagreb: Libera editio. – izabrana poglavlja	100	
	Zemunik, B. (1985). Dizanje utega (Weightlifting). Sportska tribina.	20	
	Hrvatski dizački savez (2012). Statut Hrvatskog dizačkog saveza (Statute of the Croatian Weightlifting Federation). Zagreb. Dostupno na mreži na: http://www.dizacki-savez.hr/Content/Downloads/Statut-Hrvatskog-dizackog-saveza.pdf International Weightlifting Federation (2015). Technical and Competition Rules and Regulations. Available online at: http://www.iwf.net/wp-content/uploads/downloads/2015/01/IWF-TCRR-2013-2016.2015.01.22.pdf Hrvatski olimpijski odbor (2015). Statut Hrvatskog olimpijskog odbora (Statute of the Croatian Olympic Committee). Zagreb Dostupno na mreži na: http://www.hoo.hr/images/dokumenti/sport-olimpizam-hr/Statut_HOO-a-studeni_2015.pdf	0	Available online
2.12. Supplementary literature (at the time of application of the study programme proposal)	Čustonja, Z. (2005). Ljudi koji su proslavili mišiće (People Who Made Muscles Famous). Kondicijski trening, 3(2): 7-12. Čustonja, Z. (2006). Povijesna težina bučica i dvoručnih utega (Historical Weight of Dumbbells and Barbells). Kondicijski trening, 4(2): 4-9.		
2.13. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF WEIGHTLIFTING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Senior Lecturer Saša Vuk, Ph.D. Boris Metikoš, Senior Lecturer, prof. Pero Kuterovac, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course Kinesiological Analysis of Weightlifting is the acquisition of specific knowledge related to the main structural, anthropological and biomechanical features of the disciplines of snatch, clean and jerk as well as a qualitative integration of the obtained information into the weightlifting training as well as in the system of physical conditioning of appropriate sports activities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment		
2.3. Learning outcomes at the programme level to which the course contributes	Knowledge of the Kinesiological Analysis of Weightlifting will provide students with a high-quality analysis of the structural, biomechanical, anatomical, energy and information knowledge about weightlifting, as well as an understanding of the level of their importance in the process of teaching and training athletes from beginner level to the level of participants at the highest levels of competition.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain: <ul style="list-style-type: none"> - knowledge of how to model the development of a sports activity in qualitative and quantitative form; - knowledge related to the importance of defining the structural features of the snatch, clean and jerk, the correlation between the structures of movement and situation as well as the knowledge to define the importance of particular phases and sub-phases of sports activity in the final result; - knowledge of the interrelation of anthropological characteristics, defining a hierarchical relationship between motor and functional abilities, which can be the basis for planning and programming of the training process; 		



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	- knowledge of how to register and analyse the most important biomechanical parameters of the snatch, clean and jerk.				
2.5. Course content broken down in detail according to the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Analysis of the development of the snatch, clean and jerk (4L+4PC) 2. Analysis of the achieved result trends, development models of the snatch, prediction for the development of the snatch model (4L+4PC) 3. Analysis of the achieved result trends, development models of the clean and jerk, prediction for the development of the clean and jerk model (4L+4PC) 4. Analytical elaboration of phases, sub-phases and structural units of the snatch, clean and jerk (4L +4PC) 5. Methods of registering the biomechanical parameters of the snatch, clean and jerk, methods of analyzing and interpreting the biomechanical parameters, a comparison of biomechanical parameters (5L+5S) 6. Model characteristics of motion in the field of biomechanical values of the snatch, clean and jerk (6L + 6PC) 7. Influence of the anthropological characteristics on the biomechanical parameters of the snatch, clean and jerk (6L + 6PC) 8. Structural analysis of the technical elements of the sports activity in relation to the attributes of the snatch, clean and jerk (6L + 6PC) 9. Anatomical analysis of the snatch, clean and jerk (6L+ 6PC) 10. Energetic-physiological and information analysis of the snatch, clean and jerk (2L+2S) 				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures	<input checked="" type="checkbox"/> independent tasks		2.7. Comments:	
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks			
<input type="checkbox"/> practical classes	<input type="checkbox"/> laboratory classes				
<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring				
<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)				
<input type="checkbox"/> fieldwork					
2.8. Student responsibilities	Regular attendance, active participation in the classes, independent research assignments.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical exam
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class activity – 11% Written exam – 11% Practical work – 44% Oral exam – 34%</p>				

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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.	20	
	2. Milanović, D. i sur. (1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	20	
	3. Kono, T. (2009). Weightlifting Olimpyc Style: HKC (Hawai Kono Company), Alea, Hi 96701, USA.	2	NO
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Everett, G. (2012). Olympic Weightlifting: A Complete Guide for Athletes & Coaches (2. izd.). Catalyst Athletics. 2. Bompá, T. O. (2005). Cjelokupan trening za mlade pobjednike (Complete Training for Young Winners). Zagreb: Gopal.		
2.13. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN WEIGHTLIFTING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Ivan Knez, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Weightlifting aims at forming a highly educated professional staff with specific knowledge related to the anthropological characteristics, i.e. the importance of anthropological characteristics and skills in weightlifting (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	By completing the course Anthropological Analysis in Weightlifting, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and skills in all aspects of weightlifting (education and high-level sports) as well as for recreational and fitness purposes.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge of: <ul style="list-style-type: none"> - anthropological characteristics of weightlifters of different sex, age and quality - the impact of different anthropological features (specification equation) on weightlifting performance (snatch and clean). - the psychological characteristics of the weightlifters and the influence of the psychological and sociological components on the achievement of results in the weightlifting disciplines. - the interconnection between anthropological characteristics and abilities. - the interconnection between anthropological characteristics and specific motor knowledge - structure and relations between characteristics, abilities, traits and knowledge. - the modal values of high-level athletes in weightlifting. - the impact of weightlifting on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and knowledge of weightlifters (3L + 2S) 2. Specific anthropological characteristics of weightlifters of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on weightlifting performance (specification equation) (2L + 1S) 4. Model characteristics of sports training in weightlifting (2L + 2S) 5. Relationship between the anthropometric characteristics of weightlifters and the performance in weightlifting disciplines: the snatch and clean (3L + 1S) 6. Relationship between the functional characteristics of weightlifters and the performance in weightlifting disciplines: the snatch and clean (3L + 1S) 7. The relationship between the motor skills of the weightlifter and the performance in weightlifting disciplines: the snatch and clean (3L + 1S) 8. The relationship between cognitive abilities and conative characteristics of weightlifters and the performance in weightlifting disciplines: the snatch and clean (3L + 1S) 9. Sociological components in weightlifting (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of the expert team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in weightlifting (2L + 1S) 12. The influence of weightlifting on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 				
<p>2.6. Types of teaching:</p>	<p>× lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):</p>	<p>Attendance</p> <p>Experimental work</p> <p>Essay</p> <p>Preliminary exams</p>	<p>Written exam</p> <p>Research</p> <p>Report</p> <p>Term paper</p> <p>Oral exam</p>	<p>2</p> <p></p> <p></p> <p>1</p> <p>2</p>	<p>Project</p> <p>Practical work</p> <p>(other)</p> <p>(other)</p> <p>(other)</p>	<p></p> <p></p> <p></p> <p></p> <p></p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class activity – 16%</p> <p>Written exam – 34%</p> <p>Term paper – 16%</p> <p>Oral exam – 34%</p>				

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	<ol style="list-style-type: none">1. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.2. Kono, T. (2009). Weightlifting Olimpyc Style: HKC (Hawai Kono Company), Alea, Hi 96701, USA.3. Everett, G. (2012). Olympic Weightlifting: A Complete Guide for Athletes & Coaches (2. izd.). Catalyst Athletics		YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none">1. Milanović, D. i sur. (1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	1
1.2. Course title	TEACHING METHODOLOGY I (WEIGHTLIFTING)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Branko Zemunik, prof. Branka Zemunik, Senior Sports Coach Ivan Knez, prof. Nera Knežić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on the competitive weightlifting performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct physical conditioning training process for all ages and competitive categories in weightlifting.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge of <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in weightlifting - the importance of qualitative motor skills (coordination, balance, precision) in weightlifting - the influence of basic and specific functional abilities in weightlifting - methodology for the development of basic motor skills - methodology for the development of specific motor skills - methodology for the development of basic functional abilities - methodology for the development of specific functional abilities 		
2.5. Course content broken down in detail by the course schedule	<u>Lectures and practical classes</u> (each teaching topic is handled in 1L +1PC except topics under no. 2 and 28 which are handled in 2L +2PC) <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of weightlifters 2. Basic methodical principles in physical conditioning of weightlifters 		



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	<ol style="list-style-type: none"> 3. Organizational and methodical forms of physical conditioning of weightlifters 4. Locations, equipment and aids for physical conditioning in weightlifting 5. Organizational forms of physical conditioning in weightlifting 6. Classification of exercise methods for the development of physical fitness in weightlifting 7. Methods of power development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of flexibility development in general and basic physical conditioning 11. Methods of coordination development in general and basic physical conditioning 12. Methods of agility development in general and basic physical conditioning 13. Methods of precision development in general and basic physical conditioning 14. Methods of balance development in general and basic physical conditioning 15. Methods of developing aerobic capabilities in general and basic physical conditioning 16. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning 17. Methods of power development in specific and situational physical conditioning of the snatch and clean 18. Methods of speed development in specific and situational physical conditioning of the snatch and clean 19. Methods of stamina development in specific and situational physical conditioning of the snatch and clean 20. Methods of flexibility development in specific and situational physical conditioning of the snatch and clean 21. Methods of coordination development in specific and situational physical conditioning of the snatch and clean 22. Methods of agility development in specific and situational physical conditioning of the snatch and clean 23. Methods of joint stability and mobilization development in specific and situational physical conditioning of the snatch and clean 24. Methods of balance development in specific and situational physical conditioning of the snatch and clean 25. Methods of developing specific aerobic abilities in specific and situational physical conditioning 26. Methods of developing specific anaerobic (glycolytic and phosphagen) abilities in specific and situational physical conditioning of the snatch and clean 27. Methods of developing and maintaining the morphological characteristics in weightlifters 28. Control of the physical condition fitness of weightlifters 		
<p>2.6. Types of teaching:</p>	<p>X lectures X seminars and workshops X practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<p>Regular attendance, active participation in the classes, writing the seminars and taking the exam.</p>		



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam		Project	
	Experimental work		Research		Practical exam	5
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 12.5% Written exam – 25% Term paper - 12.5% Oral exam – 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	4. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.			20	YES	
	5. Everett, G. (2012). Olympic Weightlifting: A Complete Guide for Athletes & Coaches (2. izd.). Catalyst Athletics.			2	YES	
	6. Israetel, M., Hofmann, J., Wesley, S. (2012). Scientific Principles of Strength Training - With Applications to Powerlifting and Weightlifting, Florida Inc. USA			2	YES	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Faculty of Kinesiology, Zagreb. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. -22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez. The Crossfit Journal Articles (2005-2015). Section– Olympic Weightlifting, http://store.crossfit.com 					
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (WEIGHTLIFTING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Branko Zemunik, prof. Branka Zemunik, Senior Sports Coach Ivan Knez, prof. Nera Knežić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours:</i> 45L *
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in weightlifting. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the execution on the snatch and the clean. The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors		



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<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 12 which is elaborated according to the weightlifting disciplines and is covered in 22L +22PC)</p> <ol style="list-style-type: none"> 1. Technique, technical preparedness and technical preparation in weightlifting 2. Technique, technical preparedness and technical preparation for the snatch and clean individually 3. Theoretical basics of learning and teaching in weightlifting 4. Basic pedagogical and didactic principles in the technical training of weightlifters 5. Basic methodological principles in the technical training of weightlifters 6. Organizational and methodical forms of technical training of weightlifters 7. Locations, equipment and aids for technical training in weightlifting 8. Organizational forms in the technical preparation of athletes in weightlifting 9. Classification of teaching methods for the acquisition of motor skills in weightlifting 10. Specific methodologies for teaching the snatch and clean techniques 11. Stages of learning and teaching the technical elements in weightlifting 12. Elementary teaching of the technical parameters of the snatch and clean 				
<p>2.6. Types of teaching:</p>	<p>X lectures X seminars and workshops X practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>Regular attendance, active participation in the classes, writing the seminars and taking the exam.</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>3</p>	<p>(other)</p>
			<p>Oral exam</p>	<p>6</p>	<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%</p>				
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>



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	1. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.	20	YES
	2. Everett, G. (2012). Olympic Weightlifting: A Complete Guide for Athletes & Coaches (2. izd.). Catalyst Athletics.	2	YES
	3. Israetel, M., Hofmann, J., Wesley, S. (2012). Scientific Principles of Strength Training - With Applications to Powerlifting and Weightlifting, Florida Inc. USA	2	YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Faculty of Kinesiology, Zagreb. 3. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. -22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez. 4. The Crossfit Journal Articles (2005-2015). Section– Olympic Weightlifting, http://store.crossfit.com 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process.</p>		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III (WEIGHTLIFTING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Branko Zemunik, prof. Branka Zemunik, Senior Sports Coach Ivan Knez, prof. Nera Knežić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in weightlifting. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the execution on the snatch and the clean. The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors		
2.5. Course content broken down in detail according to the course schedule	<u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except topic 12 which is elaborated according to the weightlifting disciplines and is covered in 22L +22PC) <ol style="list-style-type: none"> 1. Advanced teaching of the snatch and the clean 2. Advanced teaching using an additional range of specific preparatory exercises 3. Competitive training of technical elements in weightlifting 		



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	<p>4. Principles of learning and teaching in weightlifting – individualisation 5. Principles of learning and teaching in weightlifting – intensification 6. The process of teaching the snatch and the clean: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching the snatch and the clean: a demonstration of the execution of a technical and technical-tactical task 8. The process of teaching the snatch and the clean: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching the snatch and the clean: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching the snatch and the clean: correcting motor errors 11. The process of teaching the snatch and the clean: final control of the correctness of the motor task execution 12. The specificities of methodological learning and teaching procedures in weightlifting are dominated by the process of methodologies for learning and teaching the tactical elements of particular disciplines. The snatch and the clean are very specific competitive disciplines that have separate methodologies for teaching, selecting and choosing supplementary content, and special kinesiological operators for the development of specific technical, tactical and physical fitness abilities and skills. (22L +22PC)</p>				
2.6. Types of teaching:	<p>X lectures X seminars and workshops X practical classes <input type="checkbox"/> entirely online blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam	6	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class activity – 5% Written exam – 14% Term paper – 19% Practical work – 28% Oral exam – 33%</p>				



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.	20	YES
	2. Everett, G. (2012). Olympic Weightlifting: A Complete Guide for Athletes & Coaches (2. izd.). Catalyst Athletics.	2	YES
	3. Israetel, M., Hofmann, J., Wesley, S. (2012). Scientific Principles of Strength Training - With Applications to Powerlifting and Weightlifting, Florida Inc. USA	2	YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 2. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Faculty of Kinesiology, Zagreb. 3. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. -22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez. 5. The Crossfit Journal Articles (2005-2015). Section– Olympic Weightlifting, http://store.crossfit.com		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process.		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. Prof. Luka Milanović	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN WEIGHTLIFTING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Branko Zemunik, prof. Pero Kuterovac, Mag. cin. Boris Metikoš, Senior Lecturer, prof. Ivan Knez, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours:</i> 36L *
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming weightlifting training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium- and short-term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Undergraduate professional study educates coaches with basic professional qualifications to perform professional tasks in weightlifting. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in weightlifting that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of weightlifters - Understanding the results of diagnostic procedures for determining the anthropological characteristics of weightlifters involved in the training process 		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<ul style="list-style-type: none"> - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and program for weightlifters of different ages, sex and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in the planning and programming of training in weightlifting. (2L) 2. Sport training in weightlifting as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of weightlifters of different age categories. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic IT systems for the registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and execution planning (2L + 2S) 8. Workloads and their arrangement as a basis for the application of recovery measures in the various cycles of sports preparation in weightlifting. (2L + 2S) 9. Cyclic nature of sports preparation in relation to the specificity of the competition calendar in weightlifting. (2L) 10. Application of different methods of training planning and programming: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in weightlifting. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of training planning and programming for younger age categories in weightlifting. (2L) 14. Specificities of training plan and programme modelling for younger age categories: 12-14-16-18 years. (2L) 15. Plan and programme for primary school of sport (2L + 2S) 16. Plan and programme for specialized sports schools (2L + 2S) 17. Plan and programme in the final stage of sports specialization in weightlifting. (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S). 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the Olympic year. (2L) 20. Annual training cycle: length of the preparation period, duration of the competition period. Single, double or triple periodization of the annual weightlifting training cycle. (2L) 21. Standards and norms of the total annual workload in weightlifting. (2L) 22. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of the training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S)



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	<p>23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in weightlifting. (2L)</p> <p>24. Structure and indicators of total training load in the microcycle. Specific features of the preparatory and competitive microcycle in weightlifting. (2L)</p> <p>25. Development of a training plan and programme in the preparatory, competition and transition microcycle in weightlifting. (2L + 2S)</p> <p>26. Individual training, competition, preparations away from home, sporting and recreational activities. (2L)</p> <p>27. Internal structure, organization of design and implementation of individual training plans and programmes in weightlifting. (2L + 2S)</p> <p>28. Environmental factors in the function of successful planning and programming of weightlifting training. (2L + 2S)</p> <p>29. Professional-pedagogical standard and criteria of successful coaching work in weightlifting. (2L)</p> <p>30. Professional practice with younger age categories in weightlifting. (2L)</p> <p>31. Seminars and practical classes in planning and programming of training: development of individual, group and team work programmes in weightlifting. (4S)</p> <p>Keeping a weightlifting log (4S)</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Regular attendance, active participation in the classes, writing the seminars and taking the exam.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	6	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.				YES



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	2. Tokano, B. (2012). Weightlifting Programming – A Winning Coach Guide. Catalyst Athletics. USA		YES
	3. Milanović, D. i sur. (1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.		YES
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Beachle, T. R., Earle, R. W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, IL: Human Kinetics. 2. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics. 3. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 4. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Faculty of Kinesiology, Zagreb. 5. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. -22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez. 6. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process.</p>		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Vlatko Vučetić, Ph.D., Senior Lecturer	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN WEIGHTLIFTING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Ivan Knez, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training effects control in weightlifting. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports disciplines of the snatch and the clean.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in weightlifting that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level of athletes in the sports discipline. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in weightlifting. 		
2.5. Course content broken down in detail according to the course schedule	Lectures <ol style="list-style-type: none"> 1. Definition and content of training effects control in weightlifting (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in weightlifting (4L). 3. Measurement and evaluation of anthropometric characteristics of weightlifters (2P). 		



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	<p>4. Measurement and evaluation of the functional capabilities of weightlifters. (2L). 5. Measurement and evaluation of biochemical variables of weightlifters (2L). 6. Measurement and evaluation of basic and specific motor skills of weightlifters (4L). 7. Measurement and evaluation of the personality traits and cognitive abilities of weightlifters (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling of the training process in weightlifting (4L) 9. Evaluation and application of standard situational performance indicators in modelling of the training process (2L) 10. Determination of model characteristics of weightlifters of different age categories in weightlifting (4L). Seminars (<i>Creation of a term paper based on the measurements conducted on a group of athletes</i>) 1. Diagnostic procedures in weightlifting: choice of latent dimensions (2S). 2. Choice of measuring instruments (1S). 3. Performing the measurements (2S). 4. Registration and processing of collected data (2S). 5. Analysis and interpretation of results (2S). 6. Presentation of the obtained results (2S). 7. Application of the test results in programming of the training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3.0	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%				



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Sveučilište u Zagrebu

	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Zemunik, B. (1985). Dizanje utega (Weightlifting). Zagreb: Sportska tribina.	20	
	2. Tokano, B. (2012). Weightlifting Programming – A Winning Coach Guide. Catalyst Athletics Inc. USA	2	
	3. Milanović, D. i sur. (1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Beachle, T. R., Earle, R. W. (2000). Essentials of Strength and Conditioning. (2nd ed.). Champaign, IL: Human Kinetics. 2. Bompa, T.O., Carrera, M. (2005). Periodization Training for Sports. Champaign, IL: Human Kinetics. 3. Jukić, I., Milanović, D. (ur.) (2004-2011). Kondicijska priprema sportaša (Physical Conditioning of Athletes), Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, Kineziološki fakultet Sveučilišta u Zagrebu, Zagrebački sportski savez i Udruga kondicijskih trenera Hrvatske. 4. Jukić, I., Šalaj, S., Gregov, C. (ur.) (2003-2011). Kondicijski trening (Physical conditioning). Stručni časopis za teoriju i metodiku kondicijske pripreme. Faculty of Kinesiology, Zagreb. 5. Milanović, D., Jukić, I. (ur.) (2003). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Zbornik radova međunarodnog znanstveno-stručnog skupa, Zagreb, 21. -22. 02. 2003. Kineziološki fakultet Sveučilišta u Zagrebu i Zagrebački sportski savez. 6. Mujika, I. (2009). Tapering and Peaking for Optimal Performance. Champaign, IL: Human Kinetics 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN WEIGHTLIFTING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN WEIGHTLIFTING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Senior Lecturer Asim Bradić, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN WEIGHTLIFTING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work x
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

Study Program - MISCELLANEOUS SPORTS - specialization FIELD HOCKEY (NEW)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF FIELD HOCKEY	1.7. Credit points (ECTS)	3
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (30 L)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the basic settings of field hockey which are contained within the topics of history, origin and development, current rules and their interpretation and the way of functioning of Croatian Hockey Association that promotes and manage sports activities at the domestic and international level.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the circumstances and place of origin of the Olympic sport field hockey and with the factors that have led to greater or lesser, faster and slower spread of field hockey in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules and will be able to interpret them. Students will gain insight into the organization of all structures that operate in field hockey and that are important for its functioning from the lowest to the highest level: coaches		



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	association, referees association, sports club, city county federation, Croatian Hockey Association and Croatian Olympic board.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the creation of field hockey 2. A way of spreading and popularizing this sports activity 3. Development of field hockey in Croatia and the world so far 4. Those items that led to the setting of this sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of field hockey in Croatia and the world 		
2.5th Course content broken down in detail according to the course schedule	<p>Lectures (each teaching topic is covered in 2L)</p> <ol style="list-style-type: none"> 1. The appearance of organized field hockey (2L) 2. Development and prevalence of field hockey in Croatia and the world (2L) 3. World, European and official international competitions and championships for different age categories (2L) 4. Participation of Croatian Athletes in International Field Hockey Competitions (2L) 5. Organization of Field Hockey in Croatia and the World (2P) 6. Croatian Olympic Committee and the activities of the Croatian Hockey Association within it (2L) 7. Croatian Hockey Association: statutes, regulations, rules, forms, plans and activities for the development of individual boards, councils and committees (2L) 8. Organization and activities of the Referees Association of the Croatian Hockey Association (2L) 9. Organization and activities of the Coaches Association of the Croatian Hockey Association (2L) 10. Sports Club - Organization and Management (2L) 11. Official International Rules - Hockey Rules Committee of the International Hockey Federation - FIH Hockey Rules Board (2L) 12. The development of rules (2L) 13. Refereeing (2L) 14. Staff (2L) 15. The impact of the rules on the evolution of the sports model (2L) 		
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7th Comments:</p>



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	<input type="checkbox"/> fieldwork				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungen und Spielreihen. Deutscher Hockey - Bund			5	
	2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany			2	
	3. Dobrić, Z., Lauš, D., Juričević, M. (2007):Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings.			2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Radan, Ž. (1966). Hokej na travi (Field hockey). Zagreb:Sportska štampa				



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	<p>Rules of Indoor Hockey (2011), The International Hockey Federation</p> <p>Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Department of Coach Training, Social Polytechnic of Zagreb. Zagreb: Faculty of Kinesiology</p> <p>Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF FIELD HOCKEY	1.7. Credit points (ECTS)	9
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Kinesiological Analysis of Field Hockey aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion or and the situational structures in field hockey and indoor hockey.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Sport, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive sport and recreation. The knowledge gained in this course will enable students to independently analyse sports activity, to draw conclusions		



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	about the principles of technique and tactics performance in this polystructural acyclic sport, and to structure training procedures more correctly.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in:</p> <ul style="list-style-type: none"> - typical movement structures in field hockey - kinematic characteristics of field hockey structures - kinetic characteristics of structures in field hockey - functional processes in field hockey - anatomical characteristics of motor performance - characteristics of field hockey according to structural complexity - characteristics of field hockey according to the dominance of energy processes - field hockey characteristics according to the manner in which the sports score is registered - similarities and differences between indoor hockey and field hockey - notational analysis 		
2.5th Course content broken down in detail according to the course schedule	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of field hockey by structural complexity (4L +4PC) 2. Field hockey analysis according to biomechanical parameters (4L * 4PC) 3. Field hockey analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators (5L +5S) 5. Kinesiological analysis of techniques (6L + 6PC) 6. Kinesiological analysis of tactics (6P + 6V) 7. Analysis of structures, substructures and structural elements of field hockey tactics (6L + 6PC) 8. Kinesiological analysis of attitudes (6L + 6PC) 9. Comparative analysis of the performance of technical elements of athletes of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of athletes of different ages and levels of competition (2L +2PC) 		
2.6th Types of teaching:	<p>× lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>x practical classes</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> mentoring theoretical and practical teaching				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	4
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%					
2.11th Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungs und Spielreihen. Deutscher Hockey - Bund				5	



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	2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany.	2	
2.12th Supplementary literature (at the time of application of the study programme proposal)	<p>3. Dobrić, Z., Lauš, D., Juričević, M. (2007):Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings.</p> <p>Radan, Ž. (1966). Hokej na travi (Field hockey). Zagreb:Sportska štampa</p> <p>Rules of out door Hockey (2011). The International Hockey Federation.</p> <p>Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Department of Coach Training, Social Polytechnic of Zagreb. Zagreb: Faculty of Kinesiology</p> <p>Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.</p>	2	
2.13th Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN FIELD HOCKEY	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course in Anthropological Analysis of Field Hockey is forming a highly educated professional staff with specific knowledge related to anthropological characteristics, i.e. the importance of anthropological characteristics and field hockey skills (competitive, recreational and educational).		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Anthropological Analysis of Sport, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of field and outdoor hockey (education and top sport) as well as for recreational purposes. Students will gain knowledge of the impact of		



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	anthropological characteristics on the performance in this sports activity as well as the impact of field hockey on properly directing the development of all anthropological features.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics in field hockey of different sex, age and quality - the impact of different anthropological characteristics (specification equation) on performance in field hockey - the psychological characteristics of athletes and the impact of the psychological and sociological component on field hockey performance - the connection between anthropological characteristics and abilities - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the model values of high-level athletes in relation to field hockey - the impact of field hockey on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 		
2.5th Course content broken down in detail according to the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific skills and knowledge of field hockey players (3L+ 2S) 2. Specific anthropological characteristics of field hockey players (of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on hockey playing performance (specification equation) (2L + 1S) 4. Model Features of Hockey Training (2L + 2S) 5. The relation between anthropometric characteristics of athletes and performance in field hockey (3L + 1S) 6. The relationship between the functional characteristics of athletes with hockey performance (3L + 1S) 7. The relationship between the motor skills of athletes with hockey performance (3L + 1S) 8. Relationship between cognitive skills and conative characteristics of athletes with hockey performance (3L + 1S) 9. Sociological Components in Hockey (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in hockey (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
2.6th Types of teaching:	<p>x lectures</p> <p>x seminars and workshops</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p>	<p>2.7th Comments:</p>



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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	<input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungen und Spielreihen. Deutscher Hockey - Bund			5		



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	<p>2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany.</p> <p>3. Dobrić, Z., Lauš, D., Juričević, M. (2007):Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings.</p>		
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>Radan, Ž. (1966). Hokej na travi (Field hockey). Zagreb:Sportska štampa</p> <p>Rules of out door Hockey (2011). The International Hockey Federation.</p> <p>Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Department of Coach Training, Social Polytechnic of Zagreb. Zagreb: Faculty of Kinesiology</p> <p>Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.</p>		
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I. (FIELD HOCKEY)	1.7. Credit points (ECTS)	7
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	2
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive field hockey performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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2.3rd Learning outcomes at the programme level to which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories.				
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in field hockey - the importance of qualitative motor skills (coordination, balance, precision) in field hockey - the influence of basic and specific functional abilities in field hockey - methods of development of basic motor skills in field hockey - methods of development of specific motor skills in field hockey - methods of development of basic functional abilities in field hockey - methods of development of specific functional abilities in field hockey 				
2.5th Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in hockey training (1L+1PC) 2. Basic methodical principles in physical conditioning in hockey (2L+2PC) 3. Organizational and methodical forms of physical conditioning in hockey training (2L+2V) 4. Classification of exercising methods for the development of physical fitness in field hockey (2L + 2PC) 5. Methods of strength development in general and basic physical conditioning in field hockey (2L+2PC) 6. Methods of speed development in general and basic physical conditioning in field hockey (2L +2PC) 7. Methods of endurance development in general and basic physical conditioning in field hockey (2L+2PC) 8. Methods of flexibility development in general and basic physical conditioning in field hockey (2L+2PC) 9. Methods of coordination development in general and basic physical conditioning in field hockey (2L +2PC) 10. Methods of agility development in general and basic physical conditioning in field hockey (2L+2PC) 11. Methods of precision development in general and basic physical conditioning in field hockey (2L+2PC) 12. Methods of balance development in general and basic fitness training in field hockey (2P + 2V) 13. Methods of development of aerobic abilities in general and basic fitness training in field hockey (2P + 2V) 14. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning (2L+2PC) 15. Methods of strength development in general and basic physical conditioning in field hockey (2L+2PC) 				
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">2.7th Comments:</td> </tr> <tr> <td style="height: 20px;"></td> </tr> </table>	2.7th Comments:	
2.7th Comments:					



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	<input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Term paper - 12.5% Oral exam - 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungen und Spielreihen. Deutscher Hockey - Bund			5		



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	2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	3. Dobrić, Z., Lauš, D., Juričević, M. (2007):Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings. Radan, Ž. (1966). Hokej na travi (Field hockey). Zagreb:Sportska štampa Rules of out door Hockey (2011). The International Hockey Federation. Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Department of Coach Training, Social Polytechnic of Zagreb. Zagreb: Faculty of Kinesiology Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.	2	
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (OF FIELD HOCKEY)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in field hockey.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in field hockey. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.		



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	<p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks in field hockey.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in field hockey. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element - apply safety and monitoring exercises in training with athletes
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in field hockey (3L +3PC) 2. Tactics and tactical preparedness in field hockey (3L +3PC) 3. The theoretical basics of learning and teaching field hockey (3L +3PC) 4. Basic pedagogical and didactic principles in technical and tactical training (3L +3PC) 5. Basic methodical principles in technical and tactical training of field hockey (3L +3PC) 6. Organizational and methodical forms of technical and tactical training in field hockey (3L +3PC) 7. Classification of teaching methods for the acquisition of motor skills (3L+3PC) 8. Specific Methods for Teaching Field Hockey technique (3L +3PC) 9. Stages of learning and teaching the technical elements of field hockey (3L +3PC) 10. Initial teaching the technical elements of field hockey (3L +2PC) 11. Learning and Teaching Principles - Individualization (3L +2PC) 12. Learning and Teaching Principles - Intensification (3L +2PC) 13. The process of teaching: a description and explanation of the structural, biomechanical and anatomical features of a motor task in field hockey (3L+3PC) 14. The teaching process: demonstration of the motor task of field hockey (2L +2PC) 15. The process of teaching: evaluating motor performance - detecting motor errors (causes and consequences) in field hockey (1L+2PC) 16. The teaching process: motor errors in motor task performance - structural and biomechanical approach to field hockey (1L +2PC) 17. The process of teaching: correcting motor errors in field hockey (2L+2PC)



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18. The process of teaching: final control of the correctness of the motor task execution in field hockey (1L+2PC)						
2.6th Types of teaching:	× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:			
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam - 15% Term paper – 19% Practical work - 28% Oral exam - 33%					



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungen und Spielreihen. Deutscher Hockey - Bund	5	
	2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany.	2	
	3. Dobrić, Z., Lauš, D., Juričević, M. (2007):Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>Rules of out door Hockey (2011). The International Hockey Federation.</p> <p>Jajčević, Z. (2010). Povijest športa i tjelovježbe (History of sports and exercise). Department of Coach Training, Social Polytechnic of Zagreb. Zagreb: Faculty of Kinesiology</p> <p>Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.</p>		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (OF FIELD HOCKEY)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various specific and situational elements in accordance with age categories, quality level of performance and ranking of competition in field hockey.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently plan workloads and specific movement structures of athletes in competitive conditions. Based on the knowledge of fitness, technical and technical-tactical elements, the student will be able to choose the contents, workloads and methods applicable to specific energy processes and competitive situations.		



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	<p>The basic learning outcome is the student's ability to integrate and implement the knowledge acquired in competitive conditions in field hockey.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of teaching methods and training of specific elements - apply theoretical and practical knowledge of methods of teaching and practicing situational elements - improve specific physical conditioning - differentially apply different methods of giving information with regard to the participants' capabilities in field hockey. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance in situational conditions - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC except for topic 13 which is broken down by types of sports branches and is processed in 21L +21PC)</p> <ol style="list-style-type: none"> 1. Elementary teaching of technical elements in field hockey 2. Advanced teaching of technical elements in field hockey 3. Situational improvement of technical elements in field hockey 4. Competitive training of technical elements in field hockey 5. Learning and teaching principles in field hockey – individualization 6. Learning and teaching principles in field hockey – intensification 7. The process of teaching in field hockey: a description and explanation of the structural, biomechanical and anatomical features of a motor task 8. The process of teaching in field hockey: demonstration of the execution of a technical and technical-tactical task 9. The process of teaching in field hockey: evaluating motor performance - detecting motor errors (causes and consequences) 10. The process of teaching in field hockey: motor errors in the execution of a motor task - a structural and biomechanical approach 11. The process of teaching in field hockey: correcting motor errors 12. The process of teaching in field hockey: final control of the correctness of the performance of a motor task



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	13. Specificities of methodical learning and teaching procedures in field hockey are dominated by a process of methodologies for learning and teaching the tactical elements (21L +21PC)				
2.6. Types of teaching:	× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam - 15% Term paper – 19% Practical work - 28%				



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	Oral exam - 33%		
	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungen und Spielreihen. Deutscher Hockey - Bund	5	
	2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany.	2	
	3. Dobrić, Z., Lauš, D., Juričević, M. (2007):Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Markovic, G., A.Bradic (2008). Nogomet, Integralni kondicijski trending (Football, Integral fitness training), Zagreb: Association "Physical Exercise and Health"		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials		
	Monitoring and evaluation of independent work		
	Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN FIELD HOCKEY	1.7. Credit points (ECTS)	9
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	Mastering the elementary knowledge of the professional basics of planning, programming and process control of field hockey training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training in field hockey.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in field hockey. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge		



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	<p>about the current state of training, on the forecasted conditions in the future, selection procedure, characteristics of athletes and the conditions in which the training processes take place.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in field hockey that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for athletes and sports teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general, biological and methodological principles and rules in planning and programming of training in field hockey. (3L + 1S) 2. Sport training in hockey as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (3L+1S) 3. Determining model characteristics of athletes of different ages. (3L + 1S) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (3L + 1S) 5. Basic information systems for the registration and analysis of field hockey. (3L + 1S) 6. Evaluation of the initial, transitive and final state of fitness. (3L + 1S) 7. Types of sports competitions; performance and execution planning (3L + 1S) 8. Loads and their layout as a basis for the application of recovery measures in different cycles of sports training in field hockey (3L +1S) 9. Applying the principles of sports preparation to the specificities of the field hockey competition calendar (3L + 1S) 10. Application of different methods of training planning and programming: (simultaneous, online, statistical methods) (3L+1S) 11. Individual and individualized training process in field hockey (2L + 1S) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L +1 S) 13. Specificities of planning and programming of junior age training in field and in door hockey (2L + 1S) 14. Specificities of modelling of training plan and programme in younger age categories. (2L + 1 S)



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	<p>15. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S)</p> <p>16. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle. (2L) of field hockey</p> <p>17. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle. (2L) of field hockey</p> <p>18. Development of training plans and programs in preparatory, competitive and transitional microcycle (2L + 1S) of field hockey</p> <p>19. Individual training, match, preparations away from home, sporting and leisure activities (2L) in field hockey</p> <p>20. A class of baseball sport training (internal structure, organization, design, preparation and implementation) (2L + 2S) of field hockey</p> <p>21. Environmental factors in the function of successful training planning and programming (2L+ 2S)</p> <p>22. Professional-pedagogical standard and criteria of success of coaching work in field hockey. (2L + 2S)</p> <p>23. Professional practice with the younger age groups of field hockey (2L +2S)</p> <p>24. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in field hockey (2L+1S)</p> <p>25. Keeping a field hockey log (2L + 2S)</p>				
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2.5</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		



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<i>corresponds to the credit value of the course):</i>	Essay		Report		(other)	
	Preliminary exams		Term paper	2.0	(other)	
			Oral exam	4.0	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Budinger, H., Hillmann., W. (1981): Hockey Methodische Übungen und Spielreihen. Deutscher Hockey - Bund				5	
	2. Budinger, H., Hillmann., W., Strödter, W. (1986): Hockey. Germany.					
	3. Dobrić, Z., Lauš, D., Juričević, M. (2007): Metodika kondicijskog treninga djece i mladih u hokeju na travi (Methods of fitness training for children and young people in field hockey). Kondicijska priprema sportaša (Physical Conditioning of Athletes). Proceedings.				2	
	Dobrić, Z. (2000). Metric properties of specific situational tests in field hockey. Graduate thesis, Zagreb: Faculty of Kinesiology				2	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN FIELD HOCKEY	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes. 		
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of field hockey training control (3L) 2. Measurement and evaluation of initial, transitive and final training states and fitness in field hockey (3L) 3. Measurement and evaluation of anthropometric characteristics of field hockey players (3L) 4. Checking and evaluating the functional abilities of field hockey players. (3L) 5. Measurement and evaluation of biochemical variables of field hockey players. (3L) 6. Measurement and evaluation of basic and specific motor skills of athletes (3L) 7. Measuring and evaluating the personality traits and cognitive abilities of athletes (3L) 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process (3L) 9. Evaluation and application of standard situational performance indicators in modelling of the training process (3L) 10. Determining model characteristics of athletes of different ages (3L) <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in field hockey: choice of latent dimensions of field hockey (2S) 2. choice of measuring instruments for field hockey. (2S) 3. conducting field hockey measurements. (2S) 4. registration and processing of collected field hockey data (1S) 5. analysis and interpretation of results in field hockey (2S) 6. presentation of the results in field hockey (2S) 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S) 8. Application of test results in controlling the effects of training and competition in field hockey (2S) 		
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p>	<p>2.7th Comments:</p>



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	<input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	Project
	Experimental work		Research	
	Essay		Report	(other)
	Preliminary exams		Term paper	1.5 (other)
			Oral exam	3.0 (other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Dobrić, Z. (2000). Metric properties of specific situational tests in field hockey. Graduate thesis, Zagreb: Faculty of Kinesiology		5	

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	Markovic, G., A.Bradic (2008). Nogomet, Integralni kondicijski trending (Football, Integral fitness training), Zagreb: Association "Physical Exercise and Health"	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Sporiš et al. (2014) Situacijska uspješnost u nogometu (Situational performance in football). Lena sport, Glina.		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN FIELD HOCKEY 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.					



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN FIELD HOCKEY 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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Sveučilište u Zagrebu

2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN FIELD HOCKEY 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	<ul style="list-style-type: none"> - Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC) 			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

Study mayor - MISCELLANEOUS SPORTS - specialization WINDSURFING (NEW)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF WINDSURFING	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of the sport which are contained within the topics of history, origin and development, current rules and their interpretation within the sport, and the way of functioning of organized systems (associations) that promote and manage sports activities at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the circumstances and place of origin of windsurfing and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize windsurfing. After completing this course, students will have an insight into the new rules of windsurfing and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in windsurfing and that are important for its functioning from the lowest to the highest level: coaches association, city or county federation, Croatian Sailing Federation, Croatian Olympic Committee, Continental Federation and World Windsurfing Federation		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to windsurfing 2. A way to spread and popularize windsurfing 3. The development of windsurfing so far 4. Those items that led to the setting of windsurfing rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of sports in Croatia and the world 		



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2.5. Course content broken down in detail according to the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. The appearance of organized windsurfing (2L) 2. The development and prevalence of windsurfing in Croatia and the world (2L) 3. World and European Sailing Championships for different ages, different windsurfing classes (2L) 4. Official International Competitions (2L) 5. Participation of Croatian windsurfers in international competitions (2L) 6. Windsurfing in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. Croatian Windsurfing Federation: statutes, regulations and sectors of activities of individual boards, councils and commissions (2L) 9. Organization of sports officials (2L) 10. Coaches Association (2L) 11. Windsurfing Club - Organization and Management (2P) 12. Official International Rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of windsurfing (1L) 				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Bond, B. (1980). Sve o jedrenju. (All About Sailing.) Zagreb: Mladost.	2	x
	2. Oreb, G. (1986). Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.	10	x
	3. Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Opatija: Preluk.	0	
2.12. Supplementary literature (at the time of application of the 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 (Nautics and Water Sports). Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kinesiology, 16 (2).185-192. 		
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF WINDSURFING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Windsurfing aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of windsurfing activity, which together form the structures of motion or and the situational structures in windsurfing.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Windsurfing, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive and recreational windsurfing.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge: <ul style="list-style-type: none"> - typical motion structures in windsurfing - typical structures of situations in windsurfing 		



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	<ul style="list-style-type: none"> - kinematic characteristics of windsurfing structures - kinetic characteristics of structures in windsurfing - functional abilities in windsurfing - anatomical characteristics of motor performance in windsurfing - characteristics of surfing according to structural complexity - the characteristics of windsurfing according to the dominance of energy processes - the characteristics of windsurfing according to the method of registration of sports results - notational analysis 					
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Windsurfing analysis by structural complexity (4L +4PC) 2. Windsurfing analysis according to biomechanical parameters (4L * 4PC) 3. Windsurfing analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical windsurfing performance indicators in windsurfing (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in windsurfing (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of windsurfing tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical elements of windsurfers of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of windsurfers of different ages and levels of competition (2L +2PC) 					
<p>2.6. Types of teaching:</p>	<p>× lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	
	<p>Essay</p>		<p>Report</p>		<p>Participation in extracurricular projects</p>	



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<i>ECTS credits corresponds to the credit value of the course):</i>	Preliminary exams		Term paper		Practical exam	4
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class Activity - 11%</p> <p>Written exam - 11%</p> <p>Practical work - 44%</p> <p>Oral exam - 34%</p>					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Bond, B. (1980). Sve o jedrenju. (All About Sailing.) Zagreb: Mladost.				2	x
	2. Oreb, G. (1986). Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.				5	x
	3. Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Opatija: Preluk.				0	
2. 12. Supplementary literature (at the time of application of the study programme proposal)	<p>1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237.</p> <p>2. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.</p> <p>3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.</p> <p>4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kinesiology, 16 (2).185-192.</p>					
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p>					



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Sveučilište u Zagrebu

	Anonymous student survey
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	Anthropological Analysis in Windsurfing	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Windsurfing aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, i.e. the importance of anthropological characteristics and windsurfing skills (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>By completing the course Anthropological Analysis of Windsurfing, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all phases of windsurfing (education and top sport) as well as the practice of surfing for recreational purposes.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of windsurfers of different sex, age and quality - the impact of different anthropological features (specification equation) on windsurfing performance. - the psychological characteristics of a windsurfer and the influence of the psychological and sociological component on the achievement of results in windsurfing. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of high-level windsurfers. - the impact of sport on the development and maintenance of different anthropological features in different age groups of windsurfers competitors and recreational windsurfers. 		
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <p>Specific abilities and skills of windsurfers (3L + 2S)</p> <ol style="list-style-type: none"> 1. Specific anthropological characteristics of windsurfers of different sex, age and quality (3L + 1S) 2. Influence of different anthropological characteristics on windsurfing performance (specification equation) (2L + 1S) 3. Modeling characteristics of windsurfing training (2L + 2S) 4. The relation between anthropometric characteristics of athletes and performance in windsurfing (3L + 1S) 5. Relationship of athletes' functional characteristics with windsurfing performance (3L + 1S) 6. The relation between anthropometric characteristics of athletes and performance in windsurfing (3L + 1S) 7. Relationship of athletes' cognitive abilities and conative features with windsurfing performance (3L + 1S) 8. Sociological components in windsurfing (2L + 1S) 9. Introduction to specific tests for assessing the level of training effect (2L + 1S) 10. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in windsurfing (2L + 1S) 11. The influence of windsurfing on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>× lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Medved, R. and Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3).234-237			5		
	2. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Proceedings of the Zagreb Sport Fair, Zagreb: FFK, Zagreb Fair, Zagreb Sports Federation.			5		
	3. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.:			10		



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	<p>I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb; Croatian Fitness Trainers Association. Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Preluk, Opatija</p>		
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<ol style="list-style-type: none"> 1. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary programme for sailing, windsurfing and diving). Alps-Adriatic Sports Conference, Rovinj, 374-375 2. Oreb, G. (1 Mikulić, P. & Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185). 3. Prlenda, N., Oreb, G., Oreb, I., Tvorek, A. (2008). Povezanost motoričkih sposobnosti s uspješnosti u jedrenju (Relationship of motor skills with sailing performance). Proceedings 17. Summer Schools of Kinesiologists of the Republic of Croatia. Poreč, 2008 (172-177), Zagreb, Croatian Kinesiology Association. 4. Oreb, G. Prižmić, D., Marelić, N.50%) (2008). Utjecaj nekih primarnih motoričkih sposobnosti na uspješnost u jedrenju (The influence of some primary motor skills on sailing performance). Proceedings 17. Summer Schools of Kinesiologists of the Republic of Croatia. Poreč, 2008 (158-165), Zagreb, Croatian Kinesiology Association.984 		
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I (WINDSURFING)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive windsurfing performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in windsurfing.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in windsurfing - the importance of qualitative motor skills (coordination, balance, precision) in windsurfing - the influence of basic and specific functional abilities in windsurfing - methodology for development of basic motor skills of windsurfers - methodology for the development of specific motor skills of windsurfers - methodology for development of basic functional abilities of windsurfers - methodology for the development of specific functional abilities of windsurfers
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1L +1PC except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of windsurfers 2. Basic methodical principles in physical conditioning of windsurfers 3. Organizational and methodical forms of physical conditioning of windsurfers 4. Locations, equipment and aids for physical conditioning in windsurfing 5. Organizational forms of fitness training in windsurfing 6. Classification of training methods for the development of fitness in windsurfing 7. Methods of power development in general and basic physical conditioning of windsurfers 8. Methods of speed development in general and basic physical conditioning of windsurfers 9. Methods of endurance development in general and basic physical conditioning of windsurfers 10. Methods of flexibility development in general and basic physical conditioning of windsurfers 11. Methods of coordination development in general and basic physical conditioning of windsurfers 12. Methods of agility development in general and basic physical conditioning of windsurfers 13. Methods of precision development in general and basic physical conditioning of windsurfers 14. Methods of balance development in general and basic physical conditioning of windsurfers 15. Methods of developing aerobic capabilities in general and basic physical conditioning of windsurfers 16. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning of windsurfers 17. Methods of power development in specific and situational physical conditioning of windsurfers 18. Methods of speed development in specific and situational physical conditioning of windsurfers 19. Methods of stamina development in specific and situational physical conditioning of windsurfers 20. Methods of flexibility development in specific and situational physical conditioning of windsurfers 21. Methods of coordination development in specific and situational physical conditioning of windsurfers 22. Methods of agility development in specific and situational physical conditioning of windsurfers 23. Methods of precision development in specific and situational physical conditioning of windsurfers



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	24. Methods of balance development in specific and situational physical conditioning of windsurfers 25. Methods of developing aerobic abilities in specific and situational physical conditioning of windsurfers 26. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning of windsurfers 27. Methods of development and maintenance of morphological characteristics of windsurfers 28. Control of the physical condition fitness of windsurfers				
2.6. Types of teaching:	× lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Term paper - 12.5% Oral exam - 50%				
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library		Availability through other media	



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	<p>1. Oreb, G., Franušić, A., i Oreb, I. (2003). Specifična kondicijska priprema jedriličara na dasci (Specific physical conditioning of windsurfers). In Milanovic, D. and Jukic, I. Proceedings of the International Scientific Conference "CONDITIONAL PREPARATION OF SPORTS". Zagreb 21 - 22 February, 2003, 12. Zagrebački sajam sporta i nautike (Zagreb Sport and Boat Show), (358-362).</p>	15	
	<p>2. Oreb, G. (1986).: Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.</p>	5	
	<p>3. Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Preluk, Opatija</p>	10	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>1. Medved, R. and Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3).234-237</p> <p>2. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Proceedings of the Zagreb Sport Fair, Zagreb: FFK, Zagreb Fair, Zagreb Sports Federation.</p> <p>3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary programme for sailing, windsurfing and diving). Alps-Adriatic Sports Conference, Rovinj, 374-375</p> <p>4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kinesiology, 16 (2).185-192</p>		
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (WINDSURFING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of windsurfing in accordance with age categories, quality level of performance and sailing competition ranking.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in windsurfing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.</p>		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational windsurfing - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods in windsurfing - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element 		
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in windsurfing 2. Tactics and tactical preparedness in windsurfing 3. Theoretical basics of learning and teaching in windsurfing 4. Basic pedagogical and didactic principles in technical and tactical training in windsurfing 5. Basic methodical principles in technical and tactical training in windsurfing 6. Organizational and methodical forms of technical-tactical training in windsurfing 7. Locations, equipment and aids in technical and tactical training in windsurfing 8. Organizational forms in the technical and tactical preparation of athletes in windsurfing 9. Classification of teaching methods for the acquisition of motor skills in windsurfing 10. Specific methods for teaching the technique in windsurfing 11. Phases of learning and teaching technical elements in windsurfing 12. Elementary teaching of technical elements in windsurfing 		
<p>2.6th Types of teaching:</p>	<p>× lectures</p> <p>x seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p>	<p>× independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> fieldwork				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Bond, B. (1980). Sve o jedrenju. (All About Sailing.) Zagreb: Mladost.			2	x
	2. Oreb, G. (1986). Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.			5	x
	3. Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Opatija: Preluk.			0	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	9. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237. 10. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez. 11. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Konferencija o sportu Alpe-Jadran, Rovinj, 374-375. 12. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kinesiology, 16 (2).185-192.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (WINDSURFING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of windsurfing in accordance with age categories, quality level of performance and windsurfing competition ranking.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in windsurfing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.</p>		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational windsurfing - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods in windsurfing - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 13. Advanced teaching of technical elements in windsurfing 14. Situational improvement of technical elements in windsurfing 15. Competitive improvement of technical elements in windsurfing 16. Learning and teaching principles in windsurfing - individualization 17. Learning and teaching principles in windsurfing - intensification 18. The process of teaching in windsurfing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in sailing: a demonstration of a motor task 20. The process of teaching in windsurfing: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in windsurfing: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in windsurfing: correcting motor errors 23. The process of teaching in windsurfing: final control of the correctness of the motor task execution 24. a) Specificities of methodological learning and teaching procedures in windsurfing: the dominance of methodologies for learning and teaching technical elements of particular windsurfing classes. The total number of scheduled lessons will be predominantly focused on acquiring and improving the execution of the elements of the technique. Of the total number of scheduled lessons, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching tactics (44L +44PC)



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2.6th	Types of teaching:	× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7th	Comments:
2.8th	Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th	Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	0.5	Written exam	1.5	Project	
		Experimental work		Research		Practical work	2
		Essay		Report		(other)	
		Preliminary exams		Term paper	1.5	(other)	
				Oral exam	3	(other)	
2.10th	Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%					
2.11th	Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
		1. Bond, B. (1980). Sve o jedrenju. (All About Sailing.) Zagreb: Mladost.				2	x
		2. Oreb, G. (1986). Naučimo jedriti na dasci (Learn to Windsurf). Zagreb: Komisija za udžbenike i skripte Fakulteta za fizičku kulturu.				5	x



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	3. Miloš, D. (2001). Pod jedrima krstaša (Under the Sails of the Sailboat). Opatija: Preluk.	0	
2.12th Supplementary literature (at the time of application of the study programme proposal)	<p>1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24(3) 234-237.</p> <p>2. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Zbornik radova zagrebačkog sajma sporta, Zagreb: FFK, Zagrebački velesajam, Zagrebački sportski savez.</p> <p>3. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Konferencija o sportu Alpe-Jadran, Rovinj, 374-375.</p> <p>4. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kinesiology, 16 (2).185-192.</p>		
2.13th Quality assurance methods that provide the acquisition of output competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN WINDSURFING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming windsurfing training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	The Undergraduate specialist professional study programme educates coaches with basic professional qualifications to perform professional tasks in windsurfing. This professional level of training for coaches will provide the graduated students with the necessary knowledge to successfully plan, program and control the training process in windsurfing based on the knowledge about the current state of the level of training, on the forecasted conditions in the future and the conditions in which the training processes take place.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in windsurfing that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of windsurfers. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for windsurfers of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of windsurfing training. (2L) 2. Sport training in windsurfing as a transformational process: managing level of training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determination of model characteristics of windsurfers of different age groups. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process in windsurfing. (2L) 5. Basic information systems for registration and analysis of the regatta. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various baseball windsurfing cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the calendar of windsurfing competitions. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in windsurfing. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in windsurfing. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Work plan and programme of windsurfing in an elementary school (2L + 2S) 16. Work plan and programme of windsurfing in a specialized windsurfing school (2L + 2S) 17. Plan and programme in the final stage of sports specialization in windsurfing (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S).



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	<p>19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L)</p> <p>20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual windsurfing training cycle. (2L)</p> <p>21. Standards and norms of the total annual load in windsurfing. (2L)</p> <p>22. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S)</p> <p>23. Structure and indicators of total training load in the mesocycle. Specificities of the preparatory and competitive mesocycle in windsurfing. (2L)</p> <p>24. Structure and indicators of total training load in the microcycle. Specific features of the preparatory and competitive microcycle in windsurfing. (2L)</p> <p>25. Development of a training plan and programme in the preparation, competition and transition microcycle in windsurfing. (2L + 2S)</p> <p>26. Individual training, regatta, preparations away from home, sporting and leisure activities. (2L)</p> <p>27. Internal structure, organization of design and implementation of individual training plans and programmes in windsurfing. (2L + 2S)</p> <p>28. Environmental factors in the function of the successful planning and programming of windsurfing training. (2L + 2S)</p> <p>29. Professional-pedagogical standard and criteria of success of coaching work in windsurfing. (2L)</p> <p>30. Professional practice with younger age groups of windsurfers. (2L)</p> <p>31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in windsurfing. (4S)</p> <p>32. Keeping a windsurfing log (4S)</p>				
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of</p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2.5</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>



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<i>ECTS credits corresponds to the credit value of the course):</i>	Preliminary exams		Term paper	2.0	(other)	
			Oral exam	4.0	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Medved, R. and Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3).234-237			1		
	2. Oreb, G. (1986).:Naučimo jedriti na dasci (Learn to Windsurf). Komisija za udžbenike i skripte Fakulteta za fizičku kulturu, Zagreb			5		
	3. Oreb, G., Franušić,A., i Oreb,I. (2003). Specifična kondicijska priprema jedriličara na dasci (Specific physical conditioning of windsurfers). In Milanovic, D. and Jukic, I. Proceedings of the International Scientific Conference "CONDITIONAL PREPARATION OF SPORTS". Zagreb 21 - 22 February, 2003, 12. Zagrebački sajam sporta i nautike (Zagreb Sport and Boat Show), (358-362).			15		
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Alps-Adriatic Sports Conference, Rovinj, 374-375 2. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). Kinesiology, 16 (2).185-192 3. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Proceedings of the Zagreb Sport Fair, Zagreb: FFK, Zagreb Fair, Zagreb Sports Federation					
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work					



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	Anonymous student evaluation survey on the quality assurance of the teaching process
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN WINDSURFING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Asst. Prof., Nikola Prlenda, Ph.D. Ivan Oreb, grad. prof. Maja Nađakovic, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training effects control in windsurfing. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	This professional study programme will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the level of training, as well as technologies for controlling the effects of the application of the process of training and competition in windsurfing.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	- Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in windsurfing that are suitable for determining the level of training.		



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	<ul style="list-style-type: none"> - Knowledge and skills to select and perform diagnostic procedures to determine the level of physical fitness of an athlete in windsurfing. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in windsurfing. 	
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training effects control in windsurfing (2L). 2. Measurement and evaluation of initial, transitive and final level of training and fitness in windsurfing (4L). 3. Measurement and evaluation of anthropometric characteristics of athletes in windsurfing (2L). 4. Measurement and evaluation of the functional capabilities of windsurfers. (2L). 5. Measurement and evaluation of biochemical variables of windsurfers (2L). 6. Measurement and evaluation of basic and specific motor skills of windsurfers (4L) 7. Measurement and evaluation of the personality traits and cognitive abilities of windsurfers (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process of windsurfing (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determination of modal characteristics of windsurfers of different age groups in windsurfing. <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in windsurfing: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 	
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	Project
	Experimental work		Research	
	Essay		Report	(other)
	Preliminary exams		Term paper	1.5 (other)
			Oral exam	3.0 (other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	1. Medved, R. and Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3).234-237		1	
	2. Oreb, G. (1986).:Naučimo jedriti na dasci (Learn to Windsurf). Komisija za udžbenike i skripte Fakulteta za fizičku kulturu, Zagreb		5	
	3. Oreb, G., Franušić,A., i Oreb,I. (2003). Specifična kondicijska priprema jedriličara na dasci (Specific physical conditioning of windsurfers). In Milanovic, D. and Jukic, I. Proceedings of the International Scientific Conference "CONDITIONAL PREPARATION OF SPORTS". Zagreb 21 - 22 February, 2003, 12. Zagrebački sajam sporta i nautike (Zagreb Sport and Boat Show) (358-362).		15	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Oreb, G. (1993). Komplementarni program jedrenja, jedrenja na dasci i ronjenja (Complementary Programme for Sailing, Windsurfing and Diving). Alps-Adriatic Sports Conference, Rovinj, 374-375			



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	<ol style="list-style-type: none">2. Oreb, G. (1984). Efekti primjene analitičkog i sintetičkog pristupa u obučavanju jedrenja na dasci (Effects of Applying an Analytical and Synthetic Approach to Windsurfing Training). <i>Kinesiology</i>, 16 (2).185-1923. Oreb, G. (1997). Nautika i vodeni sportovi (Nautics and Water Sports). Proceedings of the Zagreb Sport Fair, Zagreb: FFK, Zagreb Fair, Zagreb Sports Federation
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1 Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN WINDSURFING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION				
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.		1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN WINDSURFING 2		1.7. Credit points (ECTS)	5
1.3. Associate teachers			1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study		1.9. Expected number of students in the course	3
1.5. Course status	Mandatory		1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.			
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.			
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.			
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories			
2.5. Course content broken down in detail by the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN WINDSURFING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work x
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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Study major - MISCELLANEOUS SPORTS - Orientation KAYAKING (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF KAYAKING	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of Kayaking which are contained within the topics of history, origin and development, current rules and their interpretation within Kayaking, and the way of functioning of organized systems (associations) that promote and manage sports activities at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the circumstances and place of origin of Kayaking. Students will become acquainted with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize Kayaking. After completing this course, students will have an insight into the new rules of Kayaking and will be able to interpret them as well as understand their purpose within		



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	<p>Kayaking. Students will gain insight into the organization of all structures that operate in kayaking and that are important for its functioning from the lowest to the highest level: coaches association, Zagreb Canoe Federation, Croatian Canoe Federation, Croatian Olympic Committee, European Canoe Federation and the International Canoe Federation.</p>	
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the creation of Kayaking 2. A way of spreading and popularizing Kayaking 3. The of Kayaking so far 4. Those items that led to the setting of Kayaking activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of Kayaking in Croatia and the world 	
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized sport (2L) 2. Development and prevalence of Kayaking in Croatia and the world (2L) 3. World and European Kayaking Championships for different age categories, different kayaking disciplines (2L) 4. Official International Competitions (2L) 5. Participation of Croatian kayakers in international competitions (2L) 6. Kayaking Organization in Croatia and the World (2L) 7. Croatian Olympic Committee (2L) 8. Croatian Canoe Federation: statutes, regulations and sectors of activities of individual boards, councils and commissions (2L) 9. Organization of sports officials (2L) 10. Coaches Association (2L) 11. Kayaking Club - Organization and Management (2L) 12. Official International Rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of Kayaking (1L) 	
<p>2.6. Types of teaching:</p>	<p>X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring</p> <p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments		
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	Written exam	3
	Experimental work	Research	Project
	Essay	Report	Practical work
	Preliminary exams	Term paper	(other)
		Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.	2	x
	Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.	2	x
	Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.	2	x
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.		



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	<p>2. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p> <p>3. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p>
2.13. Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF KAYAKING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Kayaking aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of kayaking activity, which together form the structures of motion or and the situational structures in kayaking.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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2.3. Learning outcomes at the programme level to which the course contributes	By completing the course Kinesiological Analysis of Sport, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive and recreational kayaking.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical movement structures in kayaking - typical structures of situations in kayaking - kinematic characteristics of the structures of kayaking - kinetic characteristics of structures in kayaking - functional kayaking skills - anatomical characteristics of motor performance in kayaking - kayaking characteristics according to structural complexity - characteristics of kayaking according to dominance of energy processes - kayaking characteristics according to the manner in which the sports score is registered - notational analysis 		
2.5. Course content broken down in detail according to the course schedule	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Kayak analysis by structural complexity (4P +4V) 2. Kayaking analysis according to biomechanical parameters (4L * 4PC) 3. Kayaking analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in kayaking (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in kayaking (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of kayaking tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical elements of kayakers of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of kayakers of different ages and levels of competition (2L +2PC) 		
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input checked="" type="checkbox"/> theoretical and practical teaching	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		Participation in extracurricular projects
	Preliminary exams		Term paper		Practical exam
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.			2	x
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.			2	x
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.			2	
2. 12. Supplementary literature (at the time of application of the study programme proposal)	4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.				



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	<p>5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p> <p>6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p>
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN KAYAKING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Kayaking aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, i.e. the importance of anthropological characteristics and kayaking skills (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>By completing the course Anthropological Analysis of Sport, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of kayaking (education and high-level sport) as well as kayaking for recreational purposes.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of kayakers of different sex, age and quality. - the impact of different anthropological features (specification equation) on successful performance in kayaking. - the psychological characteristics of kayakers and the influence of the psychological and sociological component on the achievement of results in kayaking. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of high-level kayakers. - the impact of sport on the development and maintenance of different anthropological features in different age groups of competitive kayakers and recreational kayakers. 		
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and knowledge of kayakers (3L + 2S) 2. Specific anthropological characteristics of kayakers of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on kayaking performance (specification equation) (2L + 1S) 4. Model features of kayaking training (2L + 2S) 5. The relation between anthropometric characteristics of kayakers and performance in kayaking (3L + 1S) 6. The relation between functional characteristics of kayakers with performance in kayaking (3L + 1S) 7. The relation between kayakers' motor skills and performance in kayaking (3L + 1S) 8. The relation between kayakers' cognitive abilities and conative characteristics with performance in kayaking (3L + 1S) 9. Sociological components in kayaking (2L + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in kayaking (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>× lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.			2		
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.			2		
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.			2		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I (KAYAKING)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive kayaking performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level to which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in kayaking.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in kayaking - the importance of qualitative motor skills (coordination, balance, precision) in kayaking - the influence of basic and specific functional abilities in kayaking - methodology for the development of basic motor skills in kayaking - methodology for the development of specific motor skills of kayakers - methodology for the development of basic functional abilities of kayakers - methodology for the development of specific functional abilities of kayakers
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1L +1PC except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of kayakers 2. Basic methodical principles in physical conditioning of kayakers 3. Organizational and methodical forms of physical conditioning of kayakers 4. Locations, equipment and aids for physical conditioning in kayaking 5. Organizational forms of physical conditioning in kayaking 6. Classification of exercising methods for the development of physical fitness in kayaking 7. Methods of power development in general and basic physical conditioning of kayakers 8. Methods of speed development in general and basic physical conditioning of kayakers 9. Methods of endurance development in general and basic physical conditioning of kayakers 10. Methods of flexibility development in general and basic physical conditioning of kayakers 11. Methods of coordination development in general and basic physical conditioning of kayakers 12. Methods of agility development in general and basic physical conditioning of kayakers 13. Methods of precision development in general and basic physical conditioning of kayakers 14. Methods of balance development in general and basic physical conditioning of kayakers 15. Methods of developing aerobic capabilities in general and basic physical conditioning of kayakers 16. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning of kayakers 17. Methods of power development in specific and situational physical conditioning of kayakers 18. Methods of speed development in specific and situational physical conditioning of kayakers 19. Methods of stamina development in specific and situational physical conditioning of kayakers 20. Methods of flexibility development in specific and situational physical conditioning of kayakers 21. Methods of coordination development in specific and situational physical conditioning of kayakers 22. Methods of agility development in specific and situational physical conditioning of kayakers 23. Methods of precision development in specific and situational physical conditioning of kayakers



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	24. Methods of balance development in specific and situational physical conditioning of kayakers 25. Methods of developing aerobic abilities in specific and situational physical conditioning of kayakers 26. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning of kayakers 27. Methodology for development and maintenance of morphological characteristics in kayaking 28. Control of the physical condition fitness of kayakers				
2.6. Types of teaching:	× lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Term paper - 12.5% Oral exam - 50%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.	2	
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.	2	
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (KAYAKING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	<u>External Associates</u>	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.		
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of kayaking in accordance with age categories, quality level of performance and ranking of kayaking competitions.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3rd Learning outcomes at the programme level to which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in kayaking. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.</p>	
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational kayaking - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined kayaking teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element 	
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in kayaking 2. Tactics and tactical preparedness in kayaking 3. Theoretical basics of learning and teaching in kayaking 4. Basic pedagogical and didactic principles in technical and tactical training of kayakers 5. Basic methodical principles in technical-tactical training of kayakers 6. Organizational and methodical forms of technical-tactical training of kayakers 7. Locations, equipment and aids in technical and tactical training in kayaking 8. Organizational forms in the technical and tactical preparation of athletes in kayaking 9. Classification of teaching methods for the acquisition of motor skills in kayaking 10. Specific methodical procedures for teaching technique in kayaking 11. Phases of learning and teaching the technical elements in kayaking 12. Elementary teaching of technical elements in kayaking 	
<p>2.6th Types of teaching:</p>	<p> <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online </p>	<p> <input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring </p>
		<p>2.7th Comments:</p>



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.			2	x	
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.			2	x	
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.			2	x	
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.					



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	<p>5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p> <p>6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p>
<p>2.13. Quality assurance methods that provide the acquisition of competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (KAYAKING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	<u>External Associates</u> Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements of kayaking in accordance with age categories, quality level of performance and ranking of kayaking competitions.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in kayaking. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational kayaking - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined kayaking teaching methods 		



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	<ul style="list-style-type: none"> - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element 				
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in kayaking 2. Situational improvement of technical elements in kayaking 3. Competitive improvement of technical elements in kayaking 4. Learning and teaching principles in kayaking – individualization 5. Learning and teaching principles in kayaking – intensification 6. The process of teaching in kayaking: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in kayaking: a demonstration of a motor task 8. The process of teaching in kayaking: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in kickboxing: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching in kayaking: correcting motor errors 11. The process of teaching in kayaking: final control of the correctness of the performance of a motor task 12. a) Specificity of methodological methods of learning and teaching in kayaking: dominance of methodology of learning and teaching of technical elements in different kayaking disciplines. The total number of scheduled lessons will be predominantly focused on acquiring and improving the execution of the elements of the technique. Of the total number of scheduled lessons, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching tactics (44L +44PC) 				
<p>2.6th Types of teaching:</p>	<ul style="list-style-type: none"> × lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork 	<ul style="list-style-type: none"> × independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other) 	<p>2.7th Comments:</p>		
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>3</p>	<p>(other)</p>



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<i>corresponds to the credit value of the course):</i>			Oral exam	6	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity – 5% Written exam – 14% Term paper – 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.			2	x	
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.			2	x	
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.					
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN KAYAKING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming of kayaking training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in kayaking. This professional level of training for coaches will provide the graduated students with the necessary knowledge to successfully plan, program and control the training process in kayaking based on the knowledge about the current level of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in kayaking that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of kayakers. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for kayakers of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in kayaking. (2L) 2. Sport training in kayaking as a transformational process: managing the level of training and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of kayakers of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process in kayaking. (2L) 5. Basic information systems for registration and analysis of competitions. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various training cycles in kayaking (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in kayaking. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in kayaking. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L)



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	<p>13. Specificities of planning and programming of training in younger age categories in kayaking. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Plan and programme of work in a primary kayaking school (2L + 2S) 16. Plan and programme of work in a specialized kayaking school (2L + 2S) 17. Plan and programme in the final stage of sports specialization in kayaking (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual kayaking training cycle. (2L) 21. Standards and norms of the total annual load in kayaking. (2L) 22. Creation of a plan and programme in the preparatory, competition and transition periods. Specific features of the organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in kayaking. (2L) 24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in kayaking. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in kayaking. (2L + 2S) 26. Individual training, competition, preparations away from home, sporting and recreational activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programs in kayaking. (2L + 2S) 28. Environmental factors in the function of successful training planning and programming of kayakers. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in kayaking. (2L) 30. Professional practice with younger age groups of kayakers. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in kayaking. (4S) 32. Keeping a kayaking log (4S)</p>		
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	2.5	Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2.0	(other)
			Oral exam	4.0	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.			2	
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.			2	
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.			2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation. 5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.				



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	6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN KAYAKING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Tomislav Crnković, Bachelor of Physical Conditioning Andrej Jelenc, grad. prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of training effects control in kayaking. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level to which the course contributes</p>	<p>This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in kayaking that are suitable for determining the level of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in the sports field. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in kayaking.
<p>2.5. Course content broken down in detail according to the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of level of training control in kayaking (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in kayaking (4L). 3. Measurement and evaluation of anthropometric characteristics of kayakers (2L). 4. Measurement and evaluation of the functional capabilities of kayakers. (2L). 5. Measurement and evaluation of biochemical variables of kayakers (2L). 6. Measurement and evaluation of basic and specific motor skills kayakers (4L). 7. Measurement and evaluation of the personality traits and cognitive abilities of kayakers (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of kayakers in modelling the training process in kayaking (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of athletes of different ages in kayaking (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in kayaking: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).



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2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam		Project	
	Experimental work		Research			
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3.0	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Lenz, J. (2003). Metodika treninga kajakaša i kanuista (Methodology of training kayakers and canoeists). Zagreb. Croatian Canoe Federation.				2	
	2. Szanto, C. (2003). Natjecateljska kanuistika (Competitive canoeing). Zagreb. Croatian Canoe Federation.				2	
	3. Issurin, V., Dotan, R. (1994). Znanstveni i praktični pristup treniranju juniora u kajaku i kanuu (A Scientific and Practical Approach to Coaching Juniors in Kayaking and Canoeing). Zagreb. Croatian Canoe Federation.				2	



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<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>4. Lovrić, B., Crnković, T. (2012). 1st International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p> <p>5. Lovrić, B., Crnković, T. (2013). 2nd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p> <p>6. Lovrić, B., Crnković, T. (2014). 3rd International professional-scientific seminar for kayaking and rafting coaches, instructors and judges. Proceedings. Zagreb. Croatian Canoe Federation.</p>
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN KAYAKING 1	1.7. Credit points (ECTS)	0
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participate in the methodological design of training work in order to develop basic and specific abilities and traits - Participate in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping and assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN KAYAKING 2	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of athletes (recreational athletes) within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Assistance in a training carried out by specialist trainers (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness level of participants in sports, recreation, physical conditioning or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in physical conditioning, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN KAYAKING 3	1.7. Credit points (ECTS)	5
1.3. Associate teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness level of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, physical conditioning and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, physical conditioning, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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Study major - MISCELLANEOUS SPORTS - Orientation KICKBOXING (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF KAYAKING	1.7. Credit points (ECTS)	3
1.3. Associate teachers	Marko Žaja, graduate prof. (in the process of being elected into the teaching title of lecturer)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the basic settings of kickboxing which are contained within the topics of history, origin and development, current rules and their interpretation and the way of functioning of kickboxing associations that promote and manage sports activities at the domestic and international level.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will become acquainted with the circumstances and place of origin of kickboxing and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules and will be able to		



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	interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in kickboxing and that are important for its functioning from the lowest to the highest level: coaches association, bowling sports club, city or county federation, Croatian Olympic Committee, continental federation and world kickboxing federation.	
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the creation of kickboxing 2. A way of spreading and popularizing this sports activity 3. Development of kickboxing in Croatia and the world so far 4. Those items that led to the setting of this sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of kickboxing in Croatia and the world 	
2.5th Course content broken down in detail according to the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of kickboxing in organized form (2L) 2. Development and prevalence of kickboxing in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian athletes in international kickboxing competitions (2L) 6. Kickboxing Organization in Croatia and the World (2L) 7. Croatian Olympic Committee and the activities of the Kickboxing Federation within it (2L) 8. National Sports Federation: Statutes, Regulations and Sectors of Individual Boards, Councils and Commissions (2L) 9. Organization of sports officials (2L) 10. Coaches Association (2L) 11. Kickboxing Club - Organization and Management (2L) 12. Official International Rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of sports models (1L) 	
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <div style="float: right; border: 1px solid black; padding: 2px;">2.7th Comments:</div>



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	3	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 25%					
	Written exam 75%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.			23		
	Didić E., Krznarić D. (2008.) Boks (Boxing)			1		
	Milanović, D. (1997) Handbook for Sport Coaches			20		
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> Sitar V. (2001.) Kikboks nastanek in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country) Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics) Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša (Physical Conditioning of Athletes). Dexin Wang, Yun Zhu, Caicai Liu (2009) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations 					



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2.13. Quality assurance methods that provide the acquisition of output competences	Partial examination of the acquisition of the course materials Research work for the duration of the study programme Anonymous student survey
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF KICKBOXING	1.7. Credit points (ECTS)	9
1.3. Associate teachers	Marko Žaja, graduate prof. (in the process of being elected into the teaching title of lecturer)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Kinesiological Analysis of Kickboxing aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion or and the situational structures in kickboxing.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3rd Learning outcomes at the programme level to which the course contributes</p>	<p>By completing the course Kinesiological Analysis of Sport, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive sport and recreation. The knowledge gained in this course will enable students to independently analyse sports activity, to draw conclusions about the principles of technique performance in this polystructural acyclic sport, and to structure training procedures more correctly.</p>		
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical motion structures in kickboxing - typical structures of situations in kickboxing - kinematic characteristics of the structures of kickboxing - kinetic characteristics of structures in kickboxing - functional processes in kickboxing - anatomical characteristics of motor performance in kickboxing - kickboxing characteristics according to structural complexity - characteristics of kickboxing according to dominance of energy processes - kickboxing characteristics according to the manner in which the sports score is registered - notational analysis 		
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Kickboxing analysis by structural complexity (4P +4V) 2. Kickboxing analysis according to biomechanical parameters (4L * 4PC) 3. Kickboxing analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in kickboxing (5L +5S) 5. Kinesiological analysis of punching techniques in kickboxing (6L + 6V) 6. Kinesiological analysis of blocking and dodging kickboxing techniques (6L + 6V) 7. Kinesiological Analysis of Stances, Guards and Movements in Kickboxing (6L + 6V) 8. Analysis of structures, substructures and structural elements of kickboxing tactics (6L + 6PC) 9. Comparative analysis of the performance of technical elements of athletes of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of athletes of different ages and levels of competition (2L +2PC) 		
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input type="checkbox"/> seminars and workshops</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p>	<p>2.7th Comments:</p>



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	<input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	4
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%					
2.11th Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	



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	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.	23	
	Didić E., Krznarić D. (2008.) Boks (Boxing)	1	
	Milanović, D. (1997) Handbook for Sport Coaches	20	
2.12th Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Sitar V. (2001.) Kikboks nastanak in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country) 2. Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics) 3. Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša (Physical Conditioning of Athletes). 4. Dexin Wang, Yun Zhu, Caicai Liu (2009) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations 		
2.13th Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course materials</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Hrvoje Sertić, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN KICKBOXING	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Marko Žaja, graduate prof. (in the process of being elected into the teaching title of lecturer)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Anthropological analysis in kickboxing aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and skills in kickboxing (competitive, recreational and educational).		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	By completing the course Anthropological Analysis of Sport, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of kickboxing (education and high-level sport) as well as for recreational purposes. Students will gain knowledge on the impact of		



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	anthropological characteristics on performance in this sport activity and the impact of kickboxing on properly directing the development of all anthropological abilities and characteristics.	
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics in kickboxers of different sexes, age, weight category and quality - the impact of different anthropological features (specification equation) on successful performance in kickboxing. - the psychological characteristics of athletes and the impact of the psychological and sociological component on kickboxing performance. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of high-level kickboxers. - the impact of kickboxing on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 	
2.5th Course content broken down in detail according to the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific skills and knowledge in kickboxers (3L + 2S) 2. Specific anthropological characteristics of kickboxers of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on kickboxing performance (specification equation) (2L + 1S) 4. Model features of box training (2L + 2S) 5. The relation between anthropometric characteristics of athletes and performance in kickboxing (3L + 1S) 6. The relation between functional characteristics of athletes with performance in kickboxing (3L + 1S) 7. The relation between an athlete's motor skills and performance in kickboxing (3L + 1S) 8. The relation between athletes' cognitive abilities and conative characteristics with performance in kickboxing (3L + 1S) 9. Sociological components in kickboxing (2P + 1S) 10. Introduction to specific tests for assessing the level of training effect (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in kickboxing (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 	
2.6th Types of teaching:	<p>x lectures</p> <p>x seminars and workshops</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p>2.7th Comments:</p>



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	<input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.			23		

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	Didić E., Krznarić D. (2008.) Boks (Boxing)	1	
	Milanović, D. (1997) Handbook for Sport Coaches	20	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Sitar V. (2001.) Kikboks nastanak in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country) 2. Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics) 3. Dexin Wang, Yun Zhu, Caicai Liu (2009) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations		
2.13. Quality assurance methods that provide the acquisition of output competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I (KICKBOXING)	1.7. Credit points (ECTS)	7
1.3. Associate teachers	Marko Žaja, graduate prof. (in the process of being elected into the teaching title of lecturer)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive kickboxing performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical fitness.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3rd Learning outcomes at the programme level to which the course contributes</p>	<p>After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in kickboxing.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in kickboxing - the importance of qualitative motor skills (coordination, balance, precision) in kickboxing - the influence of basic and specific functional abilities in kickboxing - methodology for the development of basic motor skills - methodology for the development of specific motor skills - methodology for the development of basic functional abilities - methodology for the development of specific functional abilities
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1L +1PC except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of kickboxing 2. Basic methodical principles in physical conditioning in kickboxers 3. Organizational and methodical forms of physical conditioning in kickboxers 4. Locations, equipment and aids for physical conditioning training in kickboxing 5. Organizational forms of physical conditioning in kickboxing 6. Classification of exercising methods for the development of physical fitness in kickboxing 7. Methods of power development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of flexibility development in general and basic physical conditioning 11. Methods of coordination development in general and basic physical conditioning 12. Methods of agility development in general and basic physical conditioning 13. Methods of precision development in general and basic physical conditioning 14. Methods of balance development in general and basic physical conditioning 15. Methods of developing aerobic capabilities in general and basic physical conditioning 16. Methods of developing anaerobic (glycolytic and phosphagen) capabilities in general and basic physical conditioning 17. Methods of strength development in specific and situational physical conditioning in kickboxers 18. Methods of speed development in specific and situational physical conditioning in kickboxers 19. Methods of stamina development in specific and situational physical conditioning in kickboxers 20. Methods of flexibility development in specific and situational physical conditioning in kickboxers



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	21. Methods of coordination development in specific and situational physical conditioning in kickboxers 22. Methods of agility development in specific and situational physical conditioning in kickboxers 23. Methods of precision development in specific and situational physical conditioning in kickboxers 24. Methods of balance development in specific and situational physical conditioning in kickboxers 25. Methods of developing aerobic abilities in specific and situational physical conditioning in kickboxers 26. Methods of developing anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning in kickboxers 27. Methodology of developing and maintaining morphological characteristics in kickboxers 28. Controlling physical conditioning in kickboxers				
2.6th Types of teaching:	× lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7th Comments:		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)



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<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 12.5%</p> <p>Written exam - 25%</p> <p>Term paper - 12.5%</p> <p>Oral exam - 50%</p>		
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>	<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p>Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.</p>	<p>23</p>	
	<p>Didić E., Krznarić D. (2008.) Boks (Boxing)</p>	<p>1</p>	
	<p>Milanović, D. (1997) Handbook for Sport Coaches</p>	<p>5</p>	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>1. Sitar V. (2001.) Kikboks nastanak in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country)</p> <p>2. Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics)</p> <p>3. Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša (Physical Conditioning of Athletes).</p>		
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (KICKBOXING)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Marko Žaja, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in kickboxing. Based on the knowledge of the structural and biomechanical characteristics of		



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	<p>the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in kickboxing. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element
<p>2.5th Course content broken down in detail according to the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2P +2V except theme 23, which is taught only in class.</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in kickboxing 2. Tactics and tactical preparedness in kickboxing 3. Theoretical basics of learning and teaching in kickboxing 4. Basic pedagogical and didactic principles in technical and tactical training in kickboxers 5. Basic methodical principles in technical and tactical training in kickboxers 6. Organizational and methodical forms of technical-tactical training in kickboxers 7. Locations, equipment and aids in technical and tactical training of in kickboxing 8. Organizational forms in the technical and tactical preparation of athletes in kickboxing 9. Classification of teaching methods for the acquisition of motor skills in kickboxing 10. Specific methodical procedures for teaching technique in kickboxing 11. Phases of learning and teaching the technical elements in kickboxing 12. Elementary teaching of technical elements in kickboxing 13. Advanced teaching of technical elements in kickboxing 14. Situational improvement of technical elements in kickboxing 15. Competitive improvement of technical elements in kickboxing 16. Learning and teaching principles in judo – individualization 17. Learning and teaching principles in kickboxing – intensification



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	<p>18. The process of teaching in kickboxing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 19. The process of teaching in kickboxing: a demonstration of a motor task 20. The process of teaching in kickboxing: evaluating motor performance - detecting motor errors (causes and consequences) 21. The process of teaching in kickboxing: motor errors in the execution of a motor task - a structural and biomechanical approach 22. The process of teaching in kickboxing: correcting motor errors 23. The process of teaching in kickboxing: final control of the correctness of the performance of a motor task (2L)</p>					
<p>2.6th Types of teaching:</p>	<p>× lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>			
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i></p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>1.5</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	<p>2</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>1.5</p>	<p>(other)</p>	
			<p>Oral exam</p>	<p>3</p>	<p>(other)</p>	



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<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class activity – 5%</p> <p>Written exam – 14%</p> <p>Term paper – 19%</p> <p>Practical work - 28%</p> <p>Oral exam - 33%</p>		
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>	<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p>Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.</p>	<p>23</p>	
	<p>Didić E., Krznarić D. (2008.) Boks (Boxing)</p>	<p>1</p>	
	<p>Milanović, D. (1997) Handbook for Sport Coaches</p>	<p>5</p>	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>1. Sitar V. (2001.) Kikboks nastanak in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country)</p> <p>2. Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics)</p> <p>3. Milanović, D., Jukić, I., Šimek, S. Kondicijska priprema sportaša (Physical Conditioning of Athletes).</p>		
<p>2.13. Quality assurance methods that provide the acquisition of output competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (KickBoxing)	1.7. Credit points (ECTS)	8.5
1.3. Associate teachers	Marko Žaja, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (44L +46PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate Professional Study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to introduce students to the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, weight divisions, quality level of performance and competition rank.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level to which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in kickboxing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.		



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	The basic learning outcome is a student's ability to transfer knowledge to others by teaching them new motor tasks.				
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in kickboxing. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element 				
2.5th Course content broken down in detail according to the course schedule	<p><u>Lectures and practical classes</u> (teaching topic N.1 we do only 2PC, and topics no. 2 which are developed by types of sports branches and will be done in 44L +44PC)</p> <ol style="list-style-type: none"> 1. The process of teaching in kickboxing: final control of the correctness of the performance of a motor task 2. Specific methodologies for teaching kickboxing structures (specific methods for practicing kicking techniques, blocking techniques, escaping techniques). Linking technical elements for use in the combat tactics (44L +44PC) 				
2.6th Types of teaching:	x lectures		x independent tasks	2.7. Comments:	
	x seminars and workshops		<input type="checkbox"/> multimedia and networks		
x practical classes		<input type="checkbox"/> laboratory classes			
<input type="checkbox"/> entirely online		<input type="checkbox"/> mentoring			
<input type="checkbox"/> blended courses		<input type="checkbox"/> (other)			
<input type="checkbox"/> fieldwork					
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
					2



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<i>ECTS credits corresponds to the credit value of the course):</i>	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	<p>Class Activity - 5%</p> <p>Written exam - 14%</p> <p>Seminar work - 19%</p> <p>Practical work - 28%</p> <p>Oral exam - 33%</p>					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.			23		
	Didic E., Krznaric D. (2008) Boks (Boxing)			1		
	Milanovic D. (1997) Priručnik za sportske trenere (Handbook for Sport Coaches)			5		
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> Sitar V. (2001) Kikboks nastanak in razvoj v svetu in pro nas (Kickboxing Origins and Development in the World and in our Country) Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics) Milanovic, D., Jukic, I., Simek, S. Kondicijska priprema sportaša (Physical Fitness of Athletes) 					
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p>					



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	Anonymous student evaluation survey on the quality assurance of the teaching process
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	PROGRAMMING OF TRAINING IN KICKBOXING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Marko Žaja, graduate prof. (in the process of being elected into the teaching title of lecturer)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming kickboxing training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term kickboxing training.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3rd Learning outcomes at the programme level for which the course contributes</p>	<p>Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in kickboxing. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in kickboxing that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the kickboxing training process. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for athletes and sports teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5th Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in kickboxing. (2L) 2. Sport training in kickboxing as a transformational process: Managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of athletes of different ages in kickboxing. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic information systems for registration and analysis of kickboxing. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various kickboxing training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the kickboxing competition calendar. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in kickboxing. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L)



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	<p>13. Specificities of planning and programming of kickboxing training in younger age categories. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Syllabi and curricula in the stage of final sports specialization in kickboxing (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual kickboxing training cycle. (2L) 21. Standards and norms of the total annual course load in kickboxing. (2L) 22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific characteristics of the preparatory and competitive mesocycle in kickboxing. (2L) 24. Structure and indicators of total training load in the microcycle. Specific characteristics of the preparatory and competitive microcycle in kickboxing. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in kickboxing. (2L + 2S) 26. Individual training, match, preparations away from home, sporting and leisure activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programs in kickboxing. (2L + 2S) 28. Environmental factors in the function of successful kickboxing training planning and programming. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in kickboxing. (2L) 30. Professional practice with younger age groups in kickboxing. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in kickboxing. (4S) 32. Keeping a kickboxing log (4S)</p>		
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> (other)		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	2.5	Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2.0	(other)
			Oral exam	4.0	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.			23	
	Didic E., Krznaric D. (2008) Boks (Boxing)			1	
	Milanovic D. (1997) Priručnik za sportske trenere (Handbook for Sport Coaches)			5	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Sitar V. (2001) Kikboks nastanek in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country) 2. Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics)
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN KICKBOXING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Marko Žaja, graduate prof. (in the process of being elected into the teaching title of lecturer)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The aim of the course is to enable students to gain knowledge about the importance of controlling the training of athletes in kickboxing. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3rd Learning outcomes at the programme level for which the course contributes</p>	<p>This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in kickboxing that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level of a kickboxer. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in kickboxing.
<p>2.5th Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of kickboxing training control (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in kickboxing (4L). 3. Measurement and evaluation of anthropometric characteristics of athletes (2L). 4. Measurement and evaluation of functional abilities of athletes. (2L). 5. Measurement and evaluation of biochemical variables of athletes (2L). 6. Measurement and evaluation of basic and specific motor skills of athletes (4L). 7. Measuring and evaluating the personality traits and cognitive abilities of athletes (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in kickboxing (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of athletes of different ages in kickboxing (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in kickboxing: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).



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2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7th Comments:	
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	0.5	Written exam		Project	
	Experimental work		Research			
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3.0	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%					
2.11. Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media



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	Sertić, H. (2004). Osnove borilačkih sportova (Basics of Martial Arts). Faculty of Kinesiology, Zagreb.	23	
	Didic E., Krznaric D. (2008) Boxing	2	
	Milanovic D. (1997) Priručnik za sportske trenere (Handbook for Sport Coaches)	10	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Sitar V. (2001) Kikboks nastanak in razvoj v svetu in pro nas (Kickboxing origins and development in the world and in our country) 2. Sitar V. (2004) Tehnike i taktike borbe (Combat Techniques and Tactics) 3. Dexin Wang, Yun Zhu, Caicai Liu (2009) Research on Technical and Tactical Features of Major Overseas Opponents of Shiming Zou in Olympic Preparations		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Hrvoje Sertić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN KICKBOXING 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Hrvoje Sertić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN KICKBOXING 2	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Hrvoje Sertić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN KICKBOXING 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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Major - MISCELLANEOUS SPORTS - a new specialization SKATING



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	1st
1.2. Course title	History, Rules, Regulations and Organization of Skating	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of the sport which are contained within the topics of history, origin and development, current rules and their interpretation within the sport, and the way of functioning of organized systems (associations) that promote and manage sports activities at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will become acquainted with the circumstances and place of origin of the sport and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules of sports and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the		



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	organization of all structures that operate in all fields of skating that are important for its functioning from the lowest to the highest level: coaches association, sports club, city county federation, national federation (HKS - Croatian Ice Skating Federation), Croatian Olympic board, International Skating Union (ISU)	
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the emergence of the sport 2. A way of spreading and popularizing sports activities 3. The development of the sport so far 4. Those items that led to the setting of sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of sports in Croatia and the world 	
2.5. Course content broken down in detail by the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized sport (2L) 2. Development and prevalence of sports in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian athletes in international skating competitions (2L) 6. Organization of the sport in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. National Sports Federation (HKS): Statutes, Regulations and Sectors of Individual Boards, Councils and Commissions (2L) 9. Judicial organization (2L) 10. International Skating Federation (ISU) (3L) 11. Sports Club - Organization and Management (2L) 12. Official international rules (3L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of sports models (1L) 	
2.6. Types of teaching:	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p>	<p>X independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments		
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam 3
	Experimental work		Research
	Essay		Report
	Preliminary exams		Term paper 1
			Oral exam
2.10. Assessment and evaluation of students' work during classes and at the final exam	Term paper 25% Written exam 75%		
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library
	Dedič, J. (1982). Single figure skating for beginners and champions. Prague: Olympia		2
	http://www.isu.org/en/single-and-pair-skating-and-ice-dance/isu-judging-system/single-and-pair-skating		2
	http://www.isu.org/en/single-and-pair-skating-and-ice-dance/isu-judging-system/introduction		2
	Jajcevic, Z. (2007). Olimpizam u Hrvatskoj (Olympism in Croatia). Zagreb: Liberia Editio doo		2
		Availability through other media	

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	Mutić, B. (2006). Hrvatski športaši na Zimskim olimpijskim igrama (Croatian Athletes at the Winter Olympics). Zagreb: Intergrafik / Zagraf	2	
	Mikulec, S. (2001). Skating school and the basics of skating art. (Undergraduate dissertation). Zagreb: Faculty of Physical Education, University of Zagreb	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Term paper during the study period Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Renata Barić	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF SKATING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours:</i> 40L *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Skating Analysis aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion or the choreographic whole of skating and the structure of situations in skating.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Skating Analysis, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive skating and recreation.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical skating structures - typical structures of situations in skating - kinematic characteristics of the structures of the individual skating element - kinetic characteristics of the structures of the individual skating element - functional skating skills - anatomical characteristics of motor performance in skating - characteristics of the sport according to structural complexity - characteristics of sport according to the dominance of energy processes - the characteristics of the sport according to the manner in which the sports score is registered - notational analysis 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of sports activity by structural complexity (4L +4MN) 2. Analysis of sports activity according to biomechanical parameters (4L*PC) 3. Analysis of sports activity by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in competitive skating (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in skating (9L + 9PC) 6. Phase structure of technical elements performance (9L + 9PC) 7. Analysis of structures, substructures and structural elements of skating tactics (3L + 3PC) 8. Phase structure of technical elements performance (3P + 3PC) 9. Comparative analysis of the performance of technical elements of athletes of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of athletes of different ages and levels of competition (2P +2V) 				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks X multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>		<p>Written exam</p>	<p>1</p>	<p>Project</p>



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2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper	2	Practical exam	3
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Written exam - 11% Term paper - 22% Practical work - 44% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Script prepared from: Mishin, AN Biomechanics of motion figurists				2	
	http://www.isu.org/en/single-and-pair-skating-and-ice-dance/isu-judging-system/single-and-pair-skating				2	
	http://www.isu.org/en/single-and-pair-skating-and-ice-dance/special-regulations-and-technical-rules				2	
	http://www.isu.org/en/synchronized-skating/isu-judging-system/introduction				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Lecturer script					
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Term paper during the study period Anonymous student survey					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full Prof., Renata Barić	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN SKATING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis of Sport aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and skating skills (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Anthropological Analysis of Dance, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of the sport (education and high-level sports) as well as for recreational purposes.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of athletes of different sex, age and quality - the impact of different anthropological features (specification equation) on skating performance. - the psychological characteristics of athletes and the impact of the psychological and sociological component on skating performance. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of the top skaters - the impact of skating on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Skater specific skills and knowledge (3L + 2S) 2. Specific anthropological characteristics of sliders of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on skating performance (specification equation) (2L + 1S) 4. Model features of sports training (2L + 2S) 5. The correlation of anthropometric characteristics of athletes with skating performance (3L + 1S) 6. Relationship of functional characteristics of an athlete with skating performance (3L + 1S) 7. Relation of athlete's motor skills to skating performance (3L + 1S) 8. Relation between athletes' cognitive abilities and conative characteristics with skating performance (3L + 1S) 9. Sociological components in skating (2L + 1S) 10. Introducing specific tests for assessing fitness of the skater (2P + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in skating (2L + 1S) 12. The influence of sports dance on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Milanović, D., Heimer, S., editor (s) 1997). Dijagnostika treniranosti sportaša (Diagnosis of athletes' fitness). Proceedings 6. Zagreb Sports Fair. Zagreb: Faculty of Kinesiology, Zagreb Fair, Zagreb Sports Federation.			2	
	Mishigoj - Durakovic, M. (2008) Kinanthropology, Zagreb, Faculty of Kinesiology, University of Zagreb.			2	
	Mišigoj-Duraković, M. et al. (1995) Morfološka antropometrija u športu (Morphological anthropometry in sport). Zagreb: Faculty of Physical Culture.			2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Ivancic-Kosuta, M., & P. Keros (2009). Osnove funkcionalne anatomije organa za pokretanje (Basics of Functional Anatomy of the Musculoskeletal System). Zagreb: Department of Coach Education at the Social Science Polytechnic in Zagreb and Faculty of Kinesiology, University of Zagreb.				



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	<ol style="list-style-type: none">2. Matkovic, B.R. and Ruzic, L. (2009). Physiology of sports and exercise. Zagreb: Department of Coach Education at the Social Science Polytechnic in Zagreb and Faculty of Kinesiology, University of Zagreb.3. http://iceskatingresources.org/Exercises&Drills.html
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	1st
1.2. Course title	METHODOLOGY 1 (SKATING)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive skating performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in skating.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in skating - the importance of qualitative motor skills (coordination, balance, precision) in skating - the influence of basic and specific functional abilities in sports activity - methods of development of basic motor skills - methodology for the development of specific motor skills - methods of development of basic functional abilities - methodology for the development of specific functional abilities
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1P +1V except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in skating 2. Basic methodical principles in physical conditioning in skating 3. Organizational and methodical forms in physical conditioning of skaters 4. Locations, equipment and aids in physical conditioning in skating 5. Organizational forms of physical conditioning in skating 6. Classification of exercising methods for the development of fitness abilities in skating 7. Methods of strength development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of strength development in general and basic physical conditioning 11. Methods of speed development in general and basic physical conditioning 12. Methods of endurance development in general and basic physical conditioning 13. Methods of strength development in general and basic physical conditioning 14. Methods of speed development in general and basic physical conditioning 15. Methods of aerobic fitness development in general and basic physical conditioning 16. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic conditional preparation 17. Methods of strength development in specific and situational conditional preparation 18. Methods of speed development in specific and situational fitness preparation 19. Methods of stamina development in specific and situational conditional preparation 20. Methods of flexibility development in specific and situational conditional preparation 21. Methods of coordination development in specific and situational conditional preparation 22. Methods of agility development in specific and situational conditional preparation 23. Methods of precision development in specific and situational conditional preparation



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	24. Methods of balance development in specific and situational conditional preparation 25. Methods for developing aerobic abilities in specific and situational physical conditioning 26. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational conditional preparation 27. Methodology for development and maintenance of morphological characteristics in skaters 28. Control of conditional preparation of skaters					
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Poe, C. M.S., C.S.C.S. (2002). Conditioning for figure skating: off-ice techniques for on-ice performance. New York: McGraw-Hill.			2		



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	Metikos, D., Milanovic, D., Prot, F., Jukic, I., Markovic, G. (2003). Teorijske i metodičke osnove razvoja koordinacije (Theoretical and methodological foundations of coordination development). In D. Milanović & I. Jukić (Eds.), Physical conditioning of athletes, Proceedings of the International Scientific and Professional Conference, Zagreb, 21-22 February 2003 (pp. 264-270). Zagreb: Faculty of Kinesiology, University of Zagreb, Zagreb Sports Federation.	2	
	Milanovic, D. (2009). Teorija i metodika treninga (Training theory and methodology). Zagreb: Faculty of Kinesiology, University of Zagreb, Department of Coach Training, Social Polytechnic of Zagreb.	2	
	Bompa, T. Ph.D. (2005). Cjelokupni trening za mlade pobjednike (Overall training for young winners). Zagreb: Gopal.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Lecturer script		
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Term paper during the study period Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Renata Barić	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (SKATING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of skating competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in skating. Based on the knowledge of the structural and biomechanical characteristics of the		



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	<p>technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements of skating.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>	
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors 	
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in skating 2. Theoretical basics of learning and teaching the basic steps of short dance 3. Basic pedagogical and didactic principles in physical conditioning in skating 4. Basic pedagogical and didactic principles in physical conditioning in skating 5. Organizational and methodical forms in technical training of skaters 6. Organizational and methodical forms in physical conditioning of skaters 7. Locations, equipment and aids in technical training in skating 8. Locations, equipment and aids in physical conditioning in skating 9. Organizational forms in the technical preparation of skaters in figure and synchronized skating 10. Organizational forms in the technical preparation of speed skaters 11. Classification of teaching methods for the acquisition of motor skills in skating 12. Classification of exercising methods for the development of fitness abilities in skating 	
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p>x independent tasks x multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring</p>
		<p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Poe, C. M.S., C.S.C.S. (2002). Conditioning for figure skating: off-ice techniques for on-ice performance. New York: McGraw-Hill.			2		
	Metikos, D., Milanovic, D., Prot, F., Jukic, I., Markovic, G. (2003). Teorijske i metodičke osnove razvoja koordinacije (Theoretical and methodological foundations of coordination development). In D. Milanović & I. Jukić (Eds.), Physical conditioning of athletes, Proceedings of the International Scientific and Professional Conference, Zagreb, 21-22 February 2003 (pp. 264-270). Zagreb: Faculty of Kinesiology, University of Zagreb, Zagreb Sports Federation.			2		
	Barkhoff, H. (2001). In Search of the art in roller- and figure-skating. Sports efficiency and the ability of artistic expression. <i>IRSTA- Newsletter</i> , 2, 3-4.			2		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Prakash, K., & Coplan, R. J. (2003). Shy skaters? Shyness, coping, and adjustment outcomes in female adolescent figure skaters. <i>Athletic insight</i> , 5.
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	2nd
1.2. Course title	METHODOLOGY 3 (SKATING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to familiarize students with the methods of learning, teaching and practicing various complex technical elements in accordance with age, the quality of the skater and the level of performance skills, and the level of competition in skating.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in skating. Based on the knowledge of the structural and biomechanical characteristics of the technical elements, as well as the knowledge of the acquisition of complex motor skills, the student will be able to		



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	<p>choose contents, workloads and methods suitable for acquiring motor skills for the performance of the technical elements of skating.</p> <p>The basic learning outcome is the student's ability to transfer knowledge to others by teaching them new, complex motor tasks and to be able to affect the development and improvement of complex motor skills within skating disciplines.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing complex technical and tactical elements in skating - differentially apply various methods of giving information with regard to the participants' capabilities in physical exercise and sports - differentially apply various methods of mastering complex motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance and the level of development of complex motor skills - determine the existence of motor errors and know how to analyse the error - choose methodical procedures for correcting and removing motor errors - determine the final level of successful performance of the technical elements in skating, as well as the level of tactical readiness and the level of acquisition of complex motor skills
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC, except topic 12, which is processed through 4L + 4PC)</p> <ol style="list-style-type: none"> 1. Tactics and tactical preparedness in skating 2. Specific methods for teaching skating techniques for figure, synchronized and speed skating 3. Initial and advanced teaching of technical elements in skating 4. Methods of dance choreography 5. Competitive refinement of technical elements in skating 6. The process of teaching in skating: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in skating: a demonstration of a motor task 8. The process of teaching in skating: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in skating: motor errors in motor task performance - a structural and biomechanical approach 10. The process of teaching in skating: correcting motor errors



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	<p>11. The process of teaching in skating: final control of the correctness of the performance of a motor task 12. Specificities of methodical teaching and teaching procedures in conventional aesthetic sports fields. This group of sports is dominated by a process of methodologies for learning and teaching the technical elements of particular dance expressions. The total lesson schedule will be predominantly focused on acquiring and refining the performance of technical elements. Of the total number of lesson times foreseen, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching stage behaviour (4L +4PC)</p>				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks x multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>3</p>	<p>(other)</p>
			<p>Oral exam</p>	<p>6</p>	<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%</p>				
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p>Poe, C. M.S., C.S.C.S. (2002). Conditioning for figure skating: off-ice techniques for on-ice performance. New York: McGraw-Hill.</p>			<p>2</p>	



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	<p>Metikos, D., Milanovic, D., Prot, F., Jukic, I., Markovic, G. (2003). Teorijske i metodičke osnove razvoja koordinacije (Theoretical and methodological foundations of coordination development). In D. Milanović & I. Jukić (Eds.), Physical conditioning of athletes, Proceedings of the International Scientific and Professional Conference, Zagreb, 21-22 February 2003 (pp. 264-270). Zagreb: Faculty of Kinesiology, University of Zagreb, Zagreb Sports Federation.</p>	2	
	<p>Schmidt, RA, Wrisberg, CA (2000). Motor learning and Control, 2nd Edition, Human Kinetics.</p>	2	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>Bompa T. (1995). From Childhood to Champion Athlete. Toronto, Canada: Veritas Publishing, Inc.</p>		
<p>2.13. Quality assurance methods that provide the acquisition of competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN SKATING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming skating training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in skating. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge		



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	<p>about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in skating that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for athletes and sports pairs of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in skating. (2L) 2. Sport training in skating as a transformational process: Managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of skaters of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic IT systems for registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various skating training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the skating competition calendar. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in skating. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of skating training in younger age categories. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 4-6-8-10-12-14-16 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S)



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	<p>16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Syllabi and curricula in the stage of final sports specialization in dancing (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual skating training cycle. (2L) 21. Standards and norms of the total annual course load in skating. (2L) 22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive skating mesocycle. (2L) 24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive skating microcycle. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in skating. (2L + 2S) 26. Individual training, match, preparations away from home, sporting and leisure activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programs in skating. (2L + 2S) 28. Environmental factors in the function of successful skating training planning and programming. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in skating. (2L) 30. Professional practice with younger age groups in skating. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in skating. (4S) 32. Keeping a skating log (4S)</p>				
2.6. Types of teaching:	<p>X lectures X seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
	Attendance	1	Written exam	2	Project



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2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2	(other)
			Oral exam	4	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 11%, Term paper 22%, Written exam 22%, Oral exam 45%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Script prepared from: Mishin, AN Biomechanics of motion figurists			2	
	Milanovic, D. (2009). Teorija i metodika treninga (Training theory and methodology). Zagreb: Faculty of Kinesiology, University of Zagreb, Department of Coach Training, Social Polytechnic of Zagreb.			2	
	Poe, C. M.S., C.S.C.S. (2002). Conditioning for figure skating: off-ice techniques for on-ice performance. New York: McGraw-Hill.			2	
	Kovacs EJ, Birmingham TB, Forwell L, Litchfield RB. (2004). Effect of training on postural control in figure skaters. A randomized controlled trial of neuromuscular versus basic off-ice training program. <u>Clin J Sport Med.</u> ; 14 (4): 215-24.				
Bompa, T. Ph.D. (2005). Cjelokupni trening za mlade pobjednike (Overall training for young winners). Zagreb: Gopal.			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	lecturer script				



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2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>
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1. COURSE DESCRIPTION - GENERAL INFORMATION

1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN SKATING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	<p>Iraklij Japaridze, graduate prof. Ivana Jakupčević Marinković, graduate prof.</p>	1.8. Teaching methods (number of hours L + PC + S + e-learning)	<p>45 (30L + 15S) <i>Teaching hours: 14L *</i></p>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	

2. COURSE DESCRIPTION

2.1. Course objectives	<p>The objective of the course is to enable students to gain knowledge of the importance of skate training control. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.</p>
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DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.
2.3. Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in skating.
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in dancing that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level of a skater. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in skating.
2.5. Course content broken down in detail by the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of skating training control (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in skating (4L). 3. Measurement and evaluation of anthropometric characteristics of skaters (2L). 4. Measurement and evaluation of functional abilities of skaters. (2L). 5. Measurement and evaluation of biochemical variables of skaters (2L). 6. Measurement and evaluation of basic and specific motor skills of athletes (4L). 7. Measuring and evaluating the personality traits and cognitive abilities of skaters (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in skating (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of athletes of different ages in skating (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in skating: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S).



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	7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S).				
	8. Application of test results in controlling the effects of training and competition (2S).				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 20%, Term paper 20%, Oral exam 60%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Poe, C. M.S., C.S.C.S. (2002). Conditioning for figure skating: off-ice techniques for on-ice performance. New York: McGraw-Hill.			2	
	Neljak, B. Viskovic, S. (2004). Conditioning preparation of athletes. Proceedings. Faculty of Kinesiology, University of Zagreb. Bartol Kašić Elementary School. Zagreb			2	



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	Kovacs EJ, Birmingham TB, Forwell L, Litchfield RB. (2004). Effect of training on postural control in figure skaters. A randomized controlled trial of neuromuscular versus basic off-ice training program. <i>Clin J Sport Med.</i> ;14 (4): 215-24.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Lecturer script		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN SKATING 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:



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	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project	
	Experimental work		Research		Practical work	x
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.					
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library		Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN SKATING 2	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Renata Barić	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN SKATING 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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AND GRADUATE STUDY PROGRAMMES**

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Major - MISCELLANEOUS SPORTS - a new specialization EQUESTRIAN SPORT



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF EQUESTRIAN SPORT	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	Asst. Prof., Jelena Ramljak, Ph.D. Mirjana Baban,DVM, Ivana Ljubić, Ph.D. Roman Caput-Jogunica, Iva Strajher, MD, Željko Gagro, HKS Secretary	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (30L)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 1, online 20%
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to introduce students to the development and organization of equestrian sport. The course contains topics on the history of equestrian sport in Croatia, the vertical system of organization, the organizations of trainers and referees. Students will become familiar with the legal and general acts that prescribe the system and become familiar with the organization of an equestrian club. Theoretical knowledge will be applied in practice by visiting the competition in agreement with the Croatian Equestrian Federation.		
2.2. Requirements for enrolling in the course and entry-level	Riding license and / or years of experience in equestrian sports.		



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<p>competencies required for the course</p>	<p>Signed agreement to attend classes at your own risk.</p>
<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will get acquainted with the development and the overall organization of equestrian sport in the Republic of Croatia. In addition to the sports system, whose umbrella organization is the Croatian Olympic Committee as a non-governmental organization and the relevant ministry as a government body, students will be introduced to the work and structure of the national sports federation - the Croatian Equestrian Federation. Coaching and refereeing organizations in equestrian sports are of particular interest in this study programme. The basis for the functioning of the system are documents that prescribe it, which students will analyse and compare their application in practice. Part of the documents refers to equestrian competitions, which after the theoretical part will be checked in practice by going to the field and analyzing the equestrian competition.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. List the most important historical determinants in the development of equestrian sport in Croatia. 2. Describe the equestrian sport organization in Croatia. 3. State the Olympic disciplines in equestrian sport and the most important results of the Croatian representatives. 4. Provide documents prescribing the system and organization of equestrian sport. 5. List the activities needed to start a club. 6. Compare the differences in the system and organization of the equestrian competition in Croatia and Europe. 7. Provide basic steps in first aid to the rider and horse in training and competition. 8. Explain the organization of referees and coaches in equestrian sport.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and fieldwork:</p> <ol style="list-style-type: none"> 1. System: VOC and Croatian Equestrian Association: statutes, regulations and sectors of activity of individual committees, councils and commissions (2L) 2. Development of horseback riding through history (4L) 3. Development and prevalence of equestrian sport in Croatia and the world (2L) 4. Equestrian system and organization in Croatia and the World (2L) 5. Participation of Croatian National Team in international equestrian competitions (1L) 6. Financing of equestrian sport (2L) 7. Basics of equestrian disciplines and competitions (4L) 8. Organization of referees in equestrian sport and official rules (2L) 9. Organization of coaches in equestrian sport (2L) 10. Equestrian Club - organization and management (1L)



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	11. Athletes' and coaches' career in equestrian sports (2L) 12. The role of coaches in first aid (4L) 13. Organized visit to the competition (2L)				
2.6. Types of teaching:	Lectures x <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork x		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Ivankovic, A., Caput-Jogunica, R. and Ramljak, J. (2014) Jahanje (Horseback riding). University Handbook. Croatian Olympic Academy, University of Zagreb Faculty of Agriculture.			1	Croatian Olympic Academy Faculty of Agriculture

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	Croatian Equestrian Federation (2008)Radna knjiga za školovanje voditelja i trenera jahanja (Workbook for the training of riding leaders and coaches). First edition, Zagreb.	0	HKS (CEA)
	Croatian Equestrian Association (2010) Regulations on the Organization and Conducting of Competitions in Equestrian Tournaments (http://www.hks.hr ; downloaded: 02/02/2011).	0	HKS (CEA)
2.12. Supplementary literature (at the time of application of the study programme proposal)	Caput, P., Ivankovic, A., Mioc, B. (2010): Očuvanje biološke baštine u stočarstvu (Conservation of biological heritage in animal husbandry). Croatian Dairy Association, Zagreb. Ivankovic, A. (2004):Konjogojstvo (Horse breeding). Croatian society of agronomists. Zagreb		
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF HORSE RIDING AND EQUESTRIAN DISCIPLINES	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Assistant Prof. Ante Ivanković, Ph.D. Jelena Ramljak (Faculty of Agriculture), Matea Kocsis, Master of Kinesiology, Irena Chaplar, Master of Kinesiology,, Prof. Tihana Brlas, M.Sc. Elect., Prof. Dubravka Cilia Ph.D. (Faculty of Kinesiology), Prof. Gordana Pavić, MVD and Prof. Nika Brkljača Bottegaro	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	Level 1, 20% online
2. COURSE DESCRIPTION			
2.1. Course objectives	The course Kinesiological Analysis of Equestrian Disciplines aims to form a highly educated professional staff with specific knowledge related to the structural and biomechanical characteristics of riding and equestrian disciplines: show jumping, dressage riding, endurance riding and therapeutic riding.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	Riding license and / or years of experience in equestrian sports. Signed agreement to attend classes at your own risk		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>After successfully completing the course Kinesiology of riding and equestrian disciplines, students will acquire theoretical and practical knowledge of the locomotor system of horses and the proper technique of horse riding. Students will be able to explain the basic peculiarities of equestrian disciplines that are most represented in equestrian sports, sports recreation and kinesitherapy on horseback in Croatia, such as: show jumping, dressage riding, endurance riding and therapeutic riding.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Specify the characteristics of the horse's locomotor system. 2. List the horse breeds most used in equestrian sports. 3. Describe how the horse moves. 4. List the basic types of the horse's walk. 5. List the basic elements of individual equestrian disciplines. 6. Explain the particularities of each equestrian discipline in relation to the breeds of horses and the dominant abilities of the rider. 7. Practically demonstrate proper technique for body posture on a horse. 8. Categorize elements in equestrian disciplines by complexity.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Features of the locomotor system of the horse. (6L + 4PC) 2. Riding analysis according to structural complexity (horse breeds, horse movements, basic types of walking). 4L + 2S + 2PC) 3. Analysis of riding in equestrian disciplines. (6L + 4PC) 4. Registration and analysis of biomechanical indicators of horse breeds (analysis and video presentations of competitions in Croatia and international competitions). (4L + 4PC) 5. Analysis of riding technique (rider posture, common mistakes). 6L + 10PC) 6. Comparative analysis of the basic elements of equestrian disciplines (show jumping, dressage riding, endurance riding, vaulting and other). 10 L + 6PC + 4S)



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	<p>7. Analysis of show jumping (horse breeds, dominant horse skills, dominant rider abilities). (L2)</p> <p>8. Analysis of dressage riding (horse breeds, dominant horse abilities, dominant rider abilities, basic elements).L2)</p> <p>9. Analysis of endurance riding (horse breeds, dominant horse skills, dominant rider skills, basic elements). (L2)</p> <p>10. Therapeutic riding analysis (horse breeds, types of programs, prerequisites for implementation).L4 + 8PC)</p>						
<p>2.6. Types of teaching:</p>	<p>x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching</p>	<p>2.7. Comments:</p>				
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>						
<p>2.9. Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i></p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>		
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>		
	<p>Essay</p>		<p>Report</p>		<p>Participation in extracurricular projects</p>		
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>Practical exam</p>	<p>4</p>	
			<p>Oral exam</p>	<p>3</p>	<p>(other)</p>		
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%</p>						
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>				<p>Number of copies in the library</p>	<p>Availability through other media</p>	



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	Ivankovic, A., Caput-Jogunica, R. and Ramljak, J. (2014) Jahanje (Horseback riding). University Handbook. Croatian Olympic Academy, University of Zagreb Faculty of Agriculture.	1	Croatian Olympic Academy Faculty of Agriculture
	Perinovic, M. (2013) Osnove metodike treninga u preponskom jahanju (Basics of training methodology in show jumping). Undergraduate dissertation. Faculty of Kinesiology, University of Zagreb	2	
	Patačko Z. (2004). Terapijsko jahanje za osobe s invaliditetom (Therapeutic riding for the disabled). (Graduate thesis) University of Zagreb Faculty of Agriculture.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>Denoix JM (2014): Biomechanics and Physical Training of the Horse. CRC Press.</p> <p>Williams G (2014): Horse movement: structure, function and rehabilitation. Ecir Oht.</p> <p>Pilliner S, Elmhurst S, Davies Z (2002): The horse in motion: the anatomy and physiology of equine locomotion. Blackwell Publishing.</p>		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Partial examination of the acquisition of the course material</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN HORSE RIDING AND EQUESTRIAN DISCIPLINES	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Matea Kocsis, Master in Kinesiology, Ph.D.. Prof. Ante Ivanković, Ph.D. Jelena Ramljak (Faculty of Agriculture), Faculty of Veterinary Medicine, Virna Jogunica, Master in Journalism, Maša Efendić, DVM, Prof. Gordana Pavić, DVM, Ph.D.. Prof. Nika Brkljača Bottegaro, Ph.D. Nikica Prvanovic Babic, Dean Zuber, Master in Kineziology and Levanić Renato (Croatian Equestrian Federation)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 1, 20% online
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course in Anthropological Analysis of Riding and Equestrian Disciplines is to form a highly educated professional staff with special knowledge related to the anthropological characteristics of riders and anthropological characteristics of horses, and the importance of individual traits, abilities and characteristics of riders and horses in certain equestrian disciplines (show jumping, dressage riding, endurance riding and therapeutic riding) in sports (training, competitions) and in sports recreation and kinesitherapy.		



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<p>2.2. Requirements for enrolling in the course and entry-level competencies required for the course</p>	<p>Riding license and / or years of experience in equestrian sports. Signed agreement to attend classes at your own risk.</p>
<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>After successfully passing the course Anthropological Analysis of Riding and Equestrian Disciplines, students will acquire theoretical and practical knowledge about: the anthropological space of riders and horses, the dominant abilities and characteristics of riders and horses in the riding school and in individual equestrian disciplines in sport, sports recreation and kinesitherapy. A very important segment in coaching in equestrian sports is the conditional preparation of the riders and the conditional preparation of the horses, as well as theoretical and practical knowledge on determining the training status of the riders and horses. Students will be introduced to an anthropological space based on an interdisciplinary approach in the analysis preparation from the aspect of veterinary, animal sciences and kinesiology in order to gain a good insight into the anthropological space of equestrian sport.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Indicate the rider's dominant abilities and traits for performance in equestrian sport. 2. Explain the factors in selecting a horse for each equestrian discipline. 3. Practically analyse the behaviour of horses in different situations. 4. Describe the role of fitness training in equestrian sports. 5. Identify the health of the horse. 6. Provide tests to assess the training status of the rider. 7. Explain the importance of working with other members of the professional team. 8. Describe the impact of riding on the development of individual anthropological characteristics of riders of different ages.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Rider's specific skills and knowledge. (3L + 2S) 2. Specific anthropological characteristics of riders of different sex and age. (3L + 2S) 3. The influence of different anthropological characteristics on riding performance (specification equation). (2L + 3S) 4. Modal characteristics of training in riding. (2L + 2S) 5. Selecting a horse category according to equestrian disciplines. (3L + 3S) 6. Relationship of horse functional characteristics with competition performance. (3L + 3S) 7. Horse behaviour (horse ethology, growing up, learning and developing horse skills). (2L) 8. The correlation of the cognitive ability and conative characteristics of the rider with performance in equestrian sport. (2L)



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	9. Sociological components of equestrian sport. (2L) 10. The role of conditional preparation in rider preparation. (2L) 11. Basic principles of equine preparation. (2L) 12. Assessment of a horse's health. (2L) 13. Familiarity with specific tests to assess the state of training of riders. (2L)				
2.6. Types of teaching:	x lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 10% Written exam - 30% Term paper - 20% Oral exam: 40%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Ivankovic, A., Caput-Jogunica, R. and Ramljak, J. (2014) Jahanje (Horseback riding). University Handbook. Croatian Olympic Academy, University of Zagreb Faculty of Agriculture.			1	Croatian Olympic Academy



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			Faculty of Agriculture
	Pavić, G. (2010)10 principa fiziologije treninga (10 Principles of Training Physiology). Zagreb. Magazin o konjima i konjičkom sportu (Magazine on Horses and Equestrian Sports). No. 34, 64-65.	2	
	Kenneth W. Hinchcliff, Raymond J. Geor, Andris J. Kaneps (2008): Equine Exercise Physiology. The Science of Exercise in the Athletic Horse	2	
	Perinovic, M. (2013) Osnove metodike treninga u preponskom jahanju (Basics of training methodology in show jumping). Undergraduate dissertation. Faculty of Kinesiology, University of Zagreb	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>Powers, P., Harrison, A. (2002). Effects of the rider on the linear kinematics of jumping horses. Ireland: Sport biomechanics vol. 1 (2) 135 - 146.</p> <p>Department of Physical Education and Sport Sciences, University of Limerick.</p> <p>Handbook (2011) The BHS complete manual of equitation. The training of horse and rider. UK: The British Horse Society.</p>		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	1st
1.2. Course title	METHODOLOGY 1 RIDING SCHOOL	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	Prof. Hrvoje Podnar Ph.D., Kosjenka Mikulcic, Mag. cin., Maša Efendić, DVM, Eduard Petrovic, Matea Kocsis, Mag. cin., Saša Šolja, Mag. cin., Irena Chaplar, Mag. cin. Ivana Ljubić, DVM and Kristijan Barbić	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 1, 20% online
2. COURSE DESCRIPTION			
2.1. Course objectives	<p>The objective of the course is to enable students to acquire basic theoretical and practical knowledge of the importance and impact of physical conditioning on riding technique.</p> <p>The second objective of the course is to familiarize students with the hygiene and conditions of keeping horses.</p>		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	<p>Riding license and / or years of experience in equestrian sports.</p> <p>Signed agreement to attend classes at your own risk.</p>		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>After completing the course, students will be able to plan and implement a methodically correct physical conditioning process for riders of different ages and sexes.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Provide basic pedagogical, methodical and didactic principles in physical conditioning of the students in the riding school. 2. Describe the conditions for holding a horse. 3. Classify exercises for the development of individual motor skills. 4. Provide organizational forms of physical conditioning in the riding school. 5. Practically demonstrate coordination development exercises on a pommel horse and on a horse. 6. Practically present a methodology for developing the aerobic abilities of riders. 7. Explain ways to control the conditional preparedness of riders. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in the physical conditioning of the students of the riding school. (2L) 2. Basic methodological principles in fitness training for students of a riding school. (2L) 3. Organizational and methodical forms of fitness training for the students of the riding school (summer schools, camps, etc.). (2L +2PC) 4. Hygiene and keeping a horse. (3L) 5. Organizational forms of fitness training in a riding school. (2L +2PC) 6. Classification of exercising methods for the development of conditional abilities in riding. (2L +2PC) 7. Methods of strength development in general and basic physical conditioning (2L +4PC) 8. Methods of speed development in general and basic physical conditioning. (2L +3PC) 9. Methods of development of endurance in general and basic physical conditioning. (2L +3PC) 10. Methods of development of flexibility in general and basic physical conditioning. (2L +3PC) 11. Methods of development of coordination in general and basic physical conditioning. (2L +2PC) 12. Methods of development of precision in general and basic physical conditioning (2L +3PC) 13. Methods of development of balance in general and basic physical conditioning (2L +3PC) 14. Methods of development of aerobic fitness in general and basic physical conditioning (2L +1PC) 15. Controlling the conditional preparedness of riders. (1L +2PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Ivankovic, A., Caput-Jogunica, R. and Ramljak, J. (2014) Jahanje (Horseback riding). University Handbook. Croatian Olympic Academy, University of Zagreb Faculty of Agriculture.				Croatian Olympic Academy Faculty of Agriculture
	Gagro, D. (1996). Modeliranje procesa sportske pripreme u preponskom jahanju (Modeling the process of sports preparation in show jumping). (Graduate thesis) Zagreb: Faculty of Physical Education, University of Zagreb.			2	
	Milanović, D. (2009) Teorija i metodika treninga (Training theory and methodology). Zagreb. Department of Coach Training, Social Polytechnic of Zagreb. Faculty of Kinesiology, University of Zagreb.			3	
	Neljak, B. (2013) Opća kineziološka metodika (General kinesiological methodology). Faculty of Kinesiology, University of Zagreb.				Faculty Scripts



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	Perinovic, M. (2013) Osnove metodike treninga u preponskom jahanju (Basics of training methodology in show jumping). Undergraduate dissertation. Faculty of Kinesiology, University of Zagreb	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	DEREK C. KNOTTENBELT, REG R. PASCOE (2003): COLOR ATLAS OF DISEASES AND DISORDERS OF THE HORSE.		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	prof. Dragan Milanović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (EQUESTRIAN DISCIPLINES)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Ivana Ljubić, DVM, Eduard Petrovic, Kristijan Barbarić, Irena Caplar, Mag. cin., Matea Koscis, Mag. cin. Tihana Brlas, MSc. Elect. Assoc. Prof. Dubravka Ciliga, Ph.D.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 1, online 30%
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing different technical elements in accordance with age categories, quality level of performance in individual equestrian disciplines. Students will be able to spot and correct mistakes in the riding technique, dressage riding and show jumping in a rider. The objective of the course is to familiarize students with the organization of tournaments in individual equestrian disciplines.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	Completed course Teaching methodology I. Signed study agreement on personal responsibility.		



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<p>2.3rd Learning outcomes at the programme level for which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures.</p> <p>Based on the knowledge of the structural and biomechanical characteristics of the technical elements, the student will be able to choose the contents, loads and methods suitable for the acquisition of practical motor knowledge and abilities. The basic learning outcome is the student's ability to teach riders in the training process in order to prepare them for the competitions.</p>		
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ol style="list-style-type: none"> 1. Outline basic pedagogical and didactic principles in training. 2. List and present organizational and methodical forms of technical-tactical training in equestrian disciplines. 3. Explain the stages of learning and teaching the technical elements in individual equestrian disciplines. 4. State the characteristics of the site and the necessary equipment and supplies for the training process and sports competitions. 5. Demonstrate with the supervision of a mentor the basic technical elements of a rider in show jumps. 6. Demonstrate with the supervision of the mentor the basic technical elements of the rider in dressage riding. 7. Demonstrate, with the supervision of a mentor, basic technical elements in endurance riding. 8. Describe the organization and implementation of training hours in therapeutic riding. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in training in individual equestrian disciplines. (L2) 2. Basic methodical principles in technical-tactical training in equestrian disciplines (lunging, etc.). (L2) 3. Organizational and methodical forms of technical-tactical training in equestrian disciplines. (L4 + PC2) 4. Classification of teaching methods for the acquisition of motor skills in equestrian disciplines. (L4 + PC2) 5. Stages of learning and teaching the technical elements in individual equestrian disciplines. (L4 + PC5) 6. Specific methods for teaching technique in equestrian disciplines. (L4 + PC8) 7. Initial teaching of technical elements in equestrian disciplines. (L4 + PC8) 8. Technique, technical readiness and technical preparation of riders in show jumps. (L4 + PC4) 9. Technicians, technical readiness and technical preparation of the rider in dressage riding. (L2 + PC4) 10. Technique, technical readiness and technical preparation of riders in show jumps. (L2 + PC4) 11. Locations, equipment and supplies in equestrian disciplines. (L2) 12. Organizational forms in the technical and tactical preparation of riders in various equestrian disciplines. (L4) 13. Methods of training in therapeutic riding. (L4 + PC4) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>x independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Ivankovic, A., Caput-Jogunica, R. and Ramljak, J. (2014) Jahanje (Horseback riding). University Handbook. Croatian Olympic Academy, University of Zagreb Faculty of Agriculture.			1	Croatian Olympic Academy Faculty of Agriculture	



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Sveučilište u Zagrebu

	Gagro, D. (1996). Modeliranje procesa sportske pripreme u preponskom jahanju (Modeling the process of sports preparation in show jumping). (Graduate thesis) Zagreb: Faculty of Physical Education, University of Zagreb.	1	
	Jakovinac, M. (2013). Konjički turizam i jahanje kao rekreacija (Equestrian tourism and horseback riding as a recreation). (Graduate thesis) University of Zagreb Faculty of Agriculture.		
	Milanović, D. (2009) Teorija i metodika treninga (Training theory and methodology). Zagreb. Department of Coach Training, Social Polytechnic of Zagreb. Faculty of Kinesiology, University of Zagreb.	3	
	Neljak, B. (2013) Opća kineziološka metodika (General kinesiological methodology). Faculty of Kinesiology, University of Zagreb.		Faculty Scripts
	Patačko Z. (2004). Terapijsko jahanje za osobe s invaliditetom (Therapeutic riding for the disabled). (Graduate thesis) University of Zagreb Faculty of Agriculture.		
2.12. Supplementary literature (at the time of application of the study programme proposal)	Micklem, W. (2003) Complete horse riding manual. London. Dorling Kindersley Limited. Handbook for Instructors and Riders (2001). Progressive School Exercises for dressage and jumping. UK: Islay Auty.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (EQUESTRIAN SPORT)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Matea Kocsis, Mag. cin., Irena Chaplar, Mag. cin., Tihana Brlas, MSc Elect., Kristijan Barbić (HKS), Virna Jogunica, Mag. Journ.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 1, 20% online
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical elements in accordance with age categories, quality level of performance and ranking of competition. The second objective of the course is to get to know the structure of training hours and exercises that can be applied to each part of the lesson with respect to the goal of each part of the lesson.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in equestrian sport. Based on the knowledge of the structural and biomechanical		



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	<p>characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the structure of the training class. 2. Choose exercises appropriate for each part of the training class. 3. Analyze and evaluate the level of motor performance. 4. Determine the existence of motor errors. 5. Choose methodical procedures for correcting motor errors. 6. Apply communication skills in everyday work. 7. Practically demonstrate the basic technical elements in show jumps. 8. Practically demonstrate the basic technical elements in dressage riding. 9. Practically demonstrate the basic technical elements in endurance riding. 10. Practically demonstrate the basic technical elements in therapeutic riding. 11. Describe the sites, equipment and supplies used in each equestrian discipline.
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures, practical classes and seminars:</u></p> <ol style="list-style-type: none"> 1. Teaching technical elements in show jumps. (2L +8PC) 2. Teaching technical elements in dressage riding. (2L +8PC) 3. Teaching technical elements in endurance riding. (2L +8PC) 4. Structure of the training class. (2L +2PC) 5. Planning the training and outlining the training preparation. (1L +4PC) 6. Communication in the barn, in the hall, in training, among riders, between a rider and a horse. (2L + 4PC) <p>The process of teaching in riding: a description and explanation of the structural, biomechanical and anatomical features of a motor task. (4L +2PC)</p>



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	<p>8. Instruction process in riding: demonstration of technical and technical-tactical task performance. (4L +4PC)</p> <p>9. The process of teaching in riding: evaluating motor performance - detecting motor errors (causes and consequences). (2L +6PC)</p> <p>The process of teaching in riding: motor errors in motor task performance - a structural and biomechanics approach. (2L + 6PC)</p> <p>11. Instruction process in riding: correcting motor errors. (2L + 4PC)</p> <p>The process of teaching in riding: final control of the correctness of the performance of a motor task. (2L + 6PC)</p> <p>13. Organization of the tournament. (2L +3PC)</p>																																	
<p>2.6th Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>																															
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>																																	
<p>2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i></p>	<table border="1"> <tr><td>Attendance</td><td>1.5</td></tr> <tr><td>Experimental work</td><td></td></tr> <tr><td>Essay</td><td></td></tr> <tr><td>Preliminary exams</td><td></td></tr> <tr><td></td><td></td></tr> </table>	Attendance	1.5	Experimental work		Essay		Preliminary exams				<table border="1"> <tr><td>Written exam</td><td>2</td></tr> <tr><td>Research</td><td></td></tr> <tr><td>Report</td><td></td></tr> <tr><td>Term paper</td><td>1.5</td></tr> <tr><td>Oral exam</td><td></td></tr> </table>	Written exam	2	Research		Report		Term paper	1.5	Oral exam		<table border="1"> <tr><td>Project</td><td></td></tr> <tr><td>Practical work</td><td>4</td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> <tr><td>(other)</td><td></td></tr> </table>	Project		Practical work	4	(other)		(other)		(other)		
Attendance	1.5																																	
Experimental work																																		
Essay																																		
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Written exam	2																																	
Research																																		
Report																																		
Term paper	1.5																																	
Oral exam																																		
Project																																		
Practical work	4																																	
(other)																																		
(other)																																		
(other)																																		
<p>2.10th Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance - 16% Written exam - 24% Term paper - 16% Practical work - 44%</p>																																	



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	Title	Number of copies in the library	Availability through other media
2.11th Required literature (available in the library and through other media)	Perinovic, M. (2013) Osnove metodike treninga u preponskom jahanju (Basics of training methodology in show jumping). Undergraduate dissertation. Faculty of Kinesiology, University of Zagreb.	2	
	Klimke, I., Klimke, R. (2006). Basic Training of the Young Horse. London: JA Allen.	2	
	Paalman, A. (1998). Training Showjumpers. London. JA Allen & Company Limited.	2	
2.12th Supplementary literature (at the time of application of the study programme proposal)	Jean-Pierre Hourdebaigt (2008): Fitness Evaluation of the Horse (Howell Equestrian Library) A Handbook for Instructors and Riders (2001). Progressive School Exercizes for dressage and jumping. UK: Islay Auty.		
2.13th Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN HORSE RIDING AND EQUESTRIAN DISCIPLINES	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Matea Kocsis, Mag. cin., Asst. Prof. Kristijan Barbić, Ph.D. Nika Brkljača Bottegaro, Maša Efendić, DVM, Asst. Prof. Valuh Željko (HKS), Ph.D. Jelena Ramljak, Gordana Pavic, DVM, Kosjenka Mikulčić, Mag. cin., Prof. Dario Skegro, Ph.D., Renato Levanić (HKS), Eduard Petrović, Ivana Ljubić, DVM	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 2, 20% online
2. COURSE DESCRIPTION			
2.1. Course objectives	Acquiring basic knowledge of the professional basics of planning and programming training in equestrian sport. Students will acquire the necessary information on the evaluation of the anthropometric characteristics and functional abilities of the horse, as well as on the rider's athletic form. After completing the course, students will be able to independently apply theoretical and practical knowledge of the specificities of planning and programming of the training cycle for different categories of riders in different equestrian disciplines.		
2.2. Requirements for enrolling in the course and entry-level	There are no prerequisites for enrolment.		



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<p>competencies required for the course</p>	
<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Undergraduate professional study educates coaches, giving them a basic professional qualification to perform professional activities in equestrian sport. This professional level of coaching training will provide graduates with the necessary knowledge to successfully plan, program and control the coaching process. Students will gain knowledge of the training status of the rider, and the importance of feeding and the training status of the horse in a particular equestrian discipline. In addition to riding lessons and the sports part, which includes the training process and competitions, students will acquire theoretical and practical knowledge about the application of equestrian sport in sports recreation and tourism.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain and practically apply the principles and rules in the planning and programming of training in riding. 2. List the effects of sports training as a transformational process. 3. Describe the specifics of planning and programming training for younger age groups. 4. Explain the specifics of planning and conducting training with regard to the level of sports competitions. 5. Explain the stages of the multi-year cycle of sports preparation. 6. State the basic principles of feeding horses in sport. 7. Write a plan and programme of work for the initial riding school based on the established initial status. 8. Write and publicly present the work programme of the advanced riding school. 9. Explain the differences in the planning and implementation of the training process with regard to the level of competition. 10. Indicate the basic principles of planning and programming of the Olympic cycle for each equestrian discipline.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in horse riding. (2L) 2. Sport training as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of a horse's training process. (6L) 4. Basic IT systems for registration and analysis of competitive activity. (3L) 5. Specificities of planning and programming of training in younger age categories. (3L) 6. Measurement and evaluation of the initial, transitive and final state of fitness of a horse rider. (2L + 2S)



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	<p>7. Types of sports competitions; performance and performance planning. (4L + 2S) 8. Feeding horses in sports. (4L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar. (2L) 10. Individualization of the training process. (2L) 11. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (4L) 12. Plan and programme of work of the initial riding school. (2L + 3S) 13. Advanced Riding School Work Plan and Programme. (2L + 3S) 14. Plan and programme of work in the final stage of sports specialization in horseback riding. (2L + 2S) 15. Planning and programming of training of representative selections. (2L + 4S) 16. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 17. Annual training cycle: length of preparation period, duration of competition period. (2L) 18. Standards and norms of the total annual course load in horse riding. (2L) 19. Development of a work plan and programme in the preparation, competition and transition period. (2L + 2S) 20. Individual training, match, preparations away from home, sporting and leisure activities. (2L +4S) 21. Factors in the function of successful planning and programming of training (benefits: infrastructure, accommodation, transportation) (2L + 2S) 22. Professional-pedagogical standard and criteria of success of coaching work in horse riding. (2L) 23. Professional practice with younger age groups. (2L) 24. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes. (4S)</p>				
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>	<p>2</p>	<p>(other)</p>



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<i>corresponds to the credit value of the course):</i>			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 11% Term paper 23% Written exam 33% Oral exam 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Ivankovic, A., Caput-Jogunica, R. and Ramljak, J. (2014) Jahanje (Horseback riding). University Handbook. Croatian Olympic Academy, University of Zagreb Faculty of Agriculture.					Croatian Olympic Academy, Faculty of Agriculture
	Milanović, D. (2009) Teorija i metodika treninga (Training theory and methodology). Zagreb. Department of Coach Training, Social Polytechnic of Zagreb. Faculty of Kinesiology, University of Zagreb.				3	
	Hodgson DR, CM McGowan (2014): The athletic horse: Principles and practice of equine sports medicine. Elsevier Saunders.					Faculty of Veterinary Medicine
2.12. Supplementary literature (at the time of application of the study programme proposal)	Stashak TS (1996): Horseowner's Guide to Lameness. Williams & Wilkins.					Faculty of Veterinary Medicine
	David Frape, (2010) Equine Nutrition and Feeding, 4th Edition Jean-Pierre Hourdebaigt (2008): Fitness Evaluation of the Horse (Howell Equestrian Library)					



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2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN EQUESTRIAN SPORT	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Asst. Prof., Nika Brkljača Bottegaro, Maša Efendić, DVM., Gordana Pavić, DVM, Liz Eaton (BHSI), Eduard Petrovic (HKS), Kristijan Barbic (HKS)	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	Level 1, 30% online
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to teach students to gain knowledge about the importance of controlling the training of athletes and the training of horses in equestrian sport. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation. The second objective is to gain knowledge on injury prevention in equestrian sports, on health measures in equestrian sport and in the organization of doping controls in equestrian sport.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the condition of training of riders and horses, as well as technologies for controlling the effects of the application of the training and competition process in the sports field and preventive measures that can affect the health, ethics and well-being of horses in equestrian sport.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Define training control factors in equestrian sport. 2. Conduct measurement and evaluation of rider's fitness. 3. Analyze the results of the measurement of the rider's athletic form. 4. Describe the procedure for measuring the training status of a horse. 5. State veterinary health measures in equestrian sport. 6. Recognize horse injuries in the daily work. 7. Describe doping control procedures in equestrian sports. 8. List the personality traits of the rider for successful performance in equestrian sport.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in equestrian sport. (2L) 2. Measurement and evaluation of the initial, transitive and final state of fitness of a horse rider. (4L) 3. Measurement and evaluation of horse training (4P) 4. Measurement and evaluation of anthropometric characteristics of riders. (4L) 5. Specificity of injuries in sports horses. (4L) 6. Veterinary health measures in equestrian sport. (4L) 7. Measurement and evaluation of basic and specific motor skills of riders. (2L) 8. Measurement and evaluation of the personality traits and cognitive abilities of a rider. (2L) 9. Doping control in equestrian sport. (4L) <p>Seminars</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in equestrian sport. (S2) 2. Organization and implementation of measuring the training status of a horse. (S2) 3. Prevention measures of injuries in sports horses. (S2) 4. Analysis and interpretation of results of measurement of anthropological characteristics of riders. (S2) 5. Health measures in equestrian sport. (S2) 6. Application of test results in programming the training of a rider. (S2) 7. Analysis of the representation of doping in equestrian sport. (2S)



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	8. Measurement and evaluation of the personality traits and cognitive abilities of a rider. (S1)				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 10% Term paper 30% Oral exam 60%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Milanović, D. (2009) Teorija i metodika treninga (Training theory and methodology). Zagreb. Department of Coach Training, Social Polytechnic of Zagreb. Faculty of Kinesiology, University of Zagreb.			3	
	Hodgson DR, CM McGowan (2014): The athletic horse: Principles and practice of equine sports medicine. Elsevier Saunders.			2	



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	Stashak TS (1996): Horseowner's Guide to Lamness. Williams & Wilkins.		Faculty of Veterinary Medicine
	Williams G (2014): Horse movement: structure, function and rehabilitation. Ecir Oht.		Faculty of Veterinary Medicine
	http://www.fei.org/fei/horse-health-and-welfare/doping-controlled-medication		Online
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN EQUESTRIAN SPORT 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks	
	<input checked="" type="checkbox"/> practical classes	<input type="checkbox"/> laboratory classes	
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring	
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)	



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN EQUESTRIAN SPORT II.	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN EQUESTRIAN SPORT III.	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	6
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
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Major - MISCELLANEOUS SPORTS - a new specialization BASEBALL



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF BOWLING	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	External associates Full Professor Tonči Mlkac, Ph.D. Full Professor Ivan Čuk, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (30L) <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of the sport which are contained within the topics of history, origin and development, current rules and their interpretation within the sport, and the way of functioning of organized systems (associations) that promote and manage sports activities at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will become acquainted with the circumstances and place of origin of the sport and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules of sports and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in bowling and that are important for its functioning from the lowest to the highest level: coaches association, bowling sports club, city or county federation, Croatian Olympic Committee, continental federation and World Bowling Alliance.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the emergence of the sport 2. A way of spreading and popularizing sports activities 3. The development of the sport so far 4. Those items that led to the setting of sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of sports in Croatia and the world
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized sport (2L) 2. Development and prevalence of sport in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian athletes in international athletics competitions (2L) 6. Organization of the sport in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. National Sports Federation: Statutes, Regulations and Sectors of Individual Boards, Councils and Commissions (2L) 9. Judicial organization (2L) 10. Coaches association (2L) 11. Sports Club - Organization and Management (2L) 12. Official international rules (2L) 13. The development of rules (2L) 14. Facilities, devices, appliances and equipment 15. Refereeing (2L) 16. Staff (1L) 17. The impact of rules on the evolution of sports models (1L)



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2.6. Types of teaching:	X lectures x seminars <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 12.5% Term paper - 12.5% Written exam 75%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	STATUTE OF THE SECTION NINEPIN BOWLING CLASSIC IN THE WNBA (NBC)				http://www.kuglanje.hr/dokumenti
	INTERNATIONAL SPORT RULES THE NBC (ISR), SECTION NINEPIN BOWLING CLASSIC IN THE WNBA (NBC), ver. 5.0, 2014.				http://www.kuglanje.hr/dokumenti

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	INTERNATIONAL REFEREE RULES NBC, SECTION NINEPIN BOWLING CLASSIC IN THE WNBA (NBC), ver. 1.0, 2011.		http://www.kuglanje.hr/dokumenti
	WNBA TECHNISCHE BESTIMMUNGEN 2015 - WNBA TECHNICAL REGULATIONS, version 2015.		http://www.kuglanje.hr/dokumenti
2.12. Supplementary literature (at the time of application of the study programme proposal)	BUNETIĆ, M.; PERMAN, B.; KRIŠTOF, Š.; VRČEK, A. (1989). BOWLING, RSIZ PHYSICAL CULTURE OF CROATIA AND THE CROATIAN BOWLING ASSOCIATION, ZAGREB.;		
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF BOWLING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Full Professor Tonči Mikac, Ph.D. Prof. Ivan Čuk, Ph.D. Marko Torlaković, Mag. cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45P +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Bowling aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion or and the situational structures in bowling.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of Bowling, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive bowling and recreation.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical movement structures in bowling - typical structures of bowling situations - kinematic characteristics of the structures of bowling - kinetic characteristics of structures in bowling - functional skills in bowling - anatomical characteristics of motor performance in bowling - characteristics of bowling sport according to structural complexity - characteristics of bowling sport according to the dominance of energy processes - the characteristics of the bowling sport according to the manner in which the sports score is registered - notational analysis 		
2.5. Course content broken down in detail by the course schedule	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of bowling activity by structural complexity (4L +4PC) 2. Analysis of bowling activity according to biomechanical parameters (4L*4PC) 3. Analysis of bowling activity by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in bowling activity (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in bowling (6L + 6PC) 6. Phase structure of technical elements in bowling (6L + 6PC) 7. Analysis of structures, substructures and structural elements of bowling tactics (6L + 6PC) 8. Phase structure of tactical elements in bowling (6L + 6PC) 9. Comparative analysis of the performance of technical elements of athletes of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of athletes of different ages and levels of competition (2P +2V) 		
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminar <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	4
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 10% Written exam - 15% Practical work - 45% Oral exam – 30%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Mikac, T. (1998). Contribution to the method of situational training in bowling precision, Faculty of Physical Education, University of Zagreb, Zagreb.				3	HKS (CEA)
	Milanovic, D., (2013). Teorija treninga – Kineziologija sports (Training theory - Kinesiology of sport). Faculty of Kinesiology, University of Zagreb.				10	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Buneta, M.; Perman, B.; Kristof, S.; Vrček, A. (1989). Bowling, RSIZ of Physical Culture of Croatia and Croatian Bowling Federation, Zagreb.;					
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN BOWLING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	<u>External Associates:</u> Full professor, Ivan Čuk, Ph.D. Asst. prof. Tonči Mlkac, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	20%
2. COURSE DESCRIPTION			
1.1. Course objectives	The course in Anthropological Analysis in Bowling aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and bowling skills (competitive and recreational)		
1.2. Requirements for enrolling in the course and entry-level	There are no prerequisites for enrolment.		



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competencies required for the course			
1.3. Learning outcomes at the programme level for which the course contributes	By completing the course Anthropological Analysis in Bowling, students will acquire special knowledge to define the importance of anthropological characteristics and abilities, which depend on successful performance in all stages of engaging in this valuable sport as a competitive activity or in bowling for recreational purposes.		
1.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of bowlers of different sex, age and quality - the impact of different anthropological features (specification equation) on bowling performance. - the psychological characteristics of bowlers and the influence of the psychological and sociological component on the achievement of results in particular bowling disciplines. - correlation of anthropological characteristics and abilities in shaping the integral readiness of bowlers. - correlation of anthropological characteristics and specific motor, technical-tactical knowledge in bowling. - structure and relations of bowling characteristics, abilities, qualities and technical and tactical knowledge. - model readiness values of high-level bowlers. - the impact of bowling on the development and maintenance of different anthropological characteristics in different age groups of children, young people and adults. 		
1.5. Course content broken down in detail by the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific anthropological characteristics of bowlers of different sex, age and quality (3L + 1S) 2. Specific abilities and motor skills of bowlers (3L + 2S) 3. Impact of different anthropological features on bowlers' performance (specification equation) (2L + 1S) 4. Model training characteristics of bowlers (2L + 2S) 5. The relation between anthropometric characteristics of athletes and performance in bowling (3L + 1S) 6. The relation between functional characteristics of athletes and bowling performance (3L + 1S) 7. Relation of bowler's motor skills with bowling performance (3L + 1S) 8. Relation between bowler's cognitive ability and conative features with bowling performance (3L + 1S) 9. Sociological components in bowling - team efficiency (2L + 1S) 10. Familiarization with specific tests to assess the state of training of bowlers (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in bowling (2L + 1S) 12. The impact of bowling on the development and maintenance of various anthropological characteristics of younger age bowling categories (2L + 2S) 		
1.6. Teaching methods:	x lectures	<input type="checkbox"/> independent tasks	1.7. Comments:



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> X blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> x mentoring <input type="checkbox"/> (other)				
1.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
1.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
1.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
1.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Čuk, I., Pintarić, P., Tušak, M., Belcijan, F., Likovnik, A., Bajec, B., Kugovnik, O. and Gobecc, L.:Sodobno kegljanje (Modern bowling). Bowling Federation of Slovenia, 2012 Ljubljana			2		
2. Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb			10			
3 Milanovic, D., (2013). Teorija treninga – Kineziologija sports (Training theory - Kinesiology of sport). Faculty of Kinesiology, University of Zagreb.						



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1.12. Supplementary literature (at the time of application of the study programme proposal)	Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb
1.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.	1.6. Year of study	1st
1.2. Course title	METHODOLOGY 1 (BOWLING)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	<u>External Associates:</u> Full professor, Ivan Čuk, Ph.D. Asst. prof. Tonči Mlkac, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive bowling performance. The second is to familiarize students with the principles of managing the training process in order to develop the basic and specific fitness of bowlers.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>The main learning outcome of this course is that students will be able to develop, implement and control methodically correct bowling training at all ages and competitive categories.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills of bowlers (strength, endurance, speed, flexibility). - the importance of qualitative motor skills of bowlers (coordination, balance, precision). - the influence of basic and specific functional abilities on bowling performance - methods of development of basic motor skills of bowlers. - methods of development of specific motor skills of bowlers. - methods of development of basic functional abilities of bowlers. - methodology for the development of specific functional skills of bowlers.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1P +1V except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic methodical principles in physical conditioning in bowling. 2. Basic methodical principles in physical conditioning in bowling. 3. Organizational and methodical forms of bowling training. 4. Locations, equipment and aids in physical conditioning in bowling. 5. Organizational forms of fitness training in bowling. 6. Classification of exercising methods for the development of physical fitness in bowling. 7. Methods of strength development in general and basic physical conditioning of bowlers. 8. Methods of speed development in general and basic physical conditioning of bowlers. 9. Methods of development of endurance in general and basic physical conditioning of bowlers. 10. Methods of flexibility development in general and basic physical conditioning of bowlers. 11. Methods of coordination development in general and basic physical conditioning of bowlers. 12. Methods of agility development in general and basic physical conditioning of bowlers. 13. Methods of precision development in general and basic physical conditioning of bowlers. 14. Methods of balance development in general and basic physical conditioning of bowlers. 15. Methods of development of aerobic fitness in general and basic physical conditioning of bowlers. 16. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic physical conditioning of bowlers. 17. Methods of strength development in specific and situational physical conditioning of bowlers. 18. Methods of speed development in specific and situational physical conditioning of bowlers. 19. Methods of stamina development in specific and situational physical conditioning of bowlers. 20. Methods of flexibility development in specific and situational physical conditioning of bowlers.



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	21. Methods of coordination development in specific and situational physical conditioning of bowlers. 22. Methods of agility development in specific and situational physical conditioning of bowlers. 23. Methods of precision development in specific and situational physical conditioning of bowlers. 24. Methods of balance development in specific and situational physical conditioning of bowlers. 25. Methods for developing aerobic abilities in specific and situational physical conditioning of bowlers. 26. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning of bowlers. 27. Methodology for development and maintenance of the morphological characteristics of bowlers. 28. Control of physical conditioning of bowlers.				
2.6. Types of teaching:	x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online X blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media



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	<p>1. Čuk, I., Pintarić, P., Tušak, M., Belcijan, F., Likovnik, A., Bajec, B., Kugovnik, O. and Gobecc, L.:Sodobno kegljanje (Modern bowling). Bowling Federation of Slovenia, 2012 Ljubljana</p> <p>2. Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb</p> <p>Milanovic, D., (2013). Teorija treninga – Kineziologija sports (Training theory - Kinesiology of sport). Faculty of Kinesiology, University of Zagreb.</p>	<p>5</p> <p>5</p> <p>10</p>	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb</p>		
<p>2.13. Quality assurance methods that provide the acquisition of competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (BOWLING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	<u>External Associates:</u> Full professor, Ivan Čuk, Ph.D. Asst. prof. Tonči Mlkac, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical elements in bowling in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in bowling. Based on the knowledge of the structural and biomechanical characteristics of the technical elements, the student will be able to choose the contents, loads and methods suitable for learning and refinement, that is, the initial and advanced teaching of motor skills for the performance of the technical elements of bowling.</p> <p>The basic learning outcome is that the student is able to transfer knowledge to others by teaching them the motor bowling tasks.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in bowling. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods, - to analyse and evaluate the level of motor - technical and technical - tactical performances in bowling - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element in bowling
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Theoretical basics of learning and teaching in bowling (2L+2PC). 2. Basic pedagogical and didactic principles in the technical-tactical training of bowlers (2L +2PC). 3. Basic methodical principles in technical-tactical bowling training: individualization and intensification (2L +2PC). 4. Methodical forms of technical-tactical training of bowlers (2L +2PC). 5. Locations, equipment and aids for technical and tactical training in bowling (2L +2PC). 6. Organizational forms in technical and tactical preparation of bowling athletes (2L +2PC). 7. Bowling Technique: The structure of the technical elements for step-by-step motor instruction in bowling (2L +2PC). 8. The order of instruction of tactical elements in bowling (2L +2PC). 9. Technical readiness levels: from the adopted to the automatic performance of the bowling technique (2L +2PC). 10. Stages of learning and teaching the technique of bowling: initial and advanced teaching of the performance of the technical elements of bowling (2L +2PC). 11. Adoption stage of bowling technique - initial teaching of the elements of bowling technique (2L +2PC). 12. Analytic method of adopting - initial teaching in bowling: description and explanation of the structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; evaluation of



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	<p>motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC).</p> <p>13. Synthetic method of adopting - initial teaching and training - advanced teaching of bowling tactics: description and explanation of the structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC).</p> <p>14. Situational method of adopting - initial teaching in bowling: description and explanation of the structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC).</p> <p>15. Mastering phase - advanced teaching elements of bowling technique (3L +3PC).</p> <p>16. Analytic method of adopting - advanced teaching in bowling: description and explanation of the structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC).</p> <p>17. Synthetic method of adopting - advanced teaching and training - advanced teaching of bowling tactics: description and explanation of the structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (4L +4PC).</p> <p>18. Situational method of adopting - advanced teaching in bowling: description and explanation of the structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (4L +4PC).</p>		
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 12.5% Practical work - 50% Oral exam - 25%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Čuk, I., Pintarić, P., Tušak, M., Belcijan, F., Likovnik, A., Bajec, B., Kugovnik, O. and Gobecc, L.:Sodobno kegljanje (Modern bowling). Bowling Federation of Slovenia, 2012 Ljubljana				5	
	Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb				5	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (BOWLING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	<u>External Associates:</u> Full professor, Ivan Čuk, Ph.D. Asst. prof. Tonči Mlkac, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design the highest level of methodical teaching methods in bowling. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose the contents, loads and methods suitable for stabilizing and automating the performance of technical and technical-tactical elements of bowling.</p> <p>The basic learning outcome is the student's willingness to pass on knowledge to others about stabilization through the situational and competitive training of a technical or technical-tactical element in bowling.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of situational and competitive - final teaching and practicing technical and tactical elements - differentially apply various methods of stabilization and automation of performance of motor tasks using synthetic, situational, ideomotor or combined methods of teaching technical and technical-tactical elements - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1 Stages of learning and teaching bowling technique: situational and competitive teaching - improving the performance of the technical elements in bowling (2L +2PC). 2 Stabilization phase of bowling technique - situational teaching of elements of bowling technique (3L +3PC). 3 Synthetic way of stabilizing bowling technique - situational teaching of elements of bowling technique: description and explanation of structural, biomechanical and anatomical characteristics of motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC). 4 Situational method of stabilization of bowling technique - situational teaching of elements of bowling technique: description and explanation of structural, biomechanical and anatomical characteristics of motor task; demonstration of a motor task; motor performance evaluation - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC).



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- 5 Automation phase of the elements of a bowling technique - competitive teaching - improvement of performance of technical bowling elements (3L +3PC).
- 6 Synthetic way of automating the elements of bowling technique - competitive teaching - improving the performance of technical bowling elements: description and explanation of structural, biomechanical and anatomical characteristics of a motor task; demonstration of a motor task; motor performance evaluation - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L +3PC).
- 7 Situational method of automation of elements of bowling technique - competitive teaching - improvement of performance of technical elements in bowling: description and explanation of structural, biomechanical and anatomical characteristics of motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor task (3L + 3PC).
- 8 Bowling tactics: the structure of tactical elements for stepwise motor instruction in bowling (2L +2PC).
- 9 The order of instruction of tactical elements in bowling (2L +2PC).
- 10 Tactical readiness levels: from adopted to automated bowling tactics (3L +3PC).
- 11 Adoption and refinement phase of bowling tactics - initial and advanced teaching of the elements of bowling tactics (3L +3PC).
- 12 Synthetic method of adopting - initial teaching and training - advanced teaching of bowling tactics: description and explanation of the structural and biomechanical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor - tactical task (3L +3PC).
- 13 Situational method of adoption - initial teaching and improvement - advanced teaching of bowling tactics: description and explanation of the structural and biomechanical characteristics of a motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the performance of the motor - tactical task (3L +3PC).
- 14 Stabilization and automation phase of bowling tactics - final teaching of the elements of bowling tactics (3L +3PC).
- 15 Synthetic way of stabilizing - situational and automation - competitive teaching of bowling tactics: description and explanation of structural and biomechanical characteristics of motor task; demonstration of a motor task; evaluation of motor performance - detection of motor errors (causes and consequences); motor errors in motor task performance - structural and biomechanical approach; motor error correction; final control of the correctness of the tactical task (3L+3PC).



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	<p>16 Situational method of stabilization and automation of bowling tactics - situational teaching of elements of bowling tactics: description and explanation of structural, biomechanical and anatomical characteristics of a tactical task; demonstration of a tactical task; evaluation of tactical performance - identification of motor errors (causes and consequences); motor errors in tactical task performance - structural and biomechanical approach; motor error correction; final control of the correctness of a tactical task (3L + 3PC).</p>				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>
	<p></p>		<p>Oral exam</p>	<p>2</p>	<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 12.5% Written exam - 12.5% Practical work - 50% Oral exam - 25%</p>				
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p>Čuk, I., Pintarić, P., Tušak, M., Belcijan, F., Likovnik, A., Bajec, B., Kugovnik, O. and Gobecc, L.: Sodobno kegljanje (Modern bowling). Bowling Federation of Slovenia, 2012 Ljubljana</p>			<p>5</p>	



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	Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN BOWLING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	<u>External Associates:</u> Full professor, Ivan Čuk, Ph.D. Asst. prof. Tonči Mlkac, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	1
2. COURSE DESCRIPTION			
1.1. Course objectives	This course will allow bowling coaches to master basic knowledge of the professional basics of training planning and programming in accordance with the particularities of the periodization and the competition calendar. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training of bowlers of different quality and age.		



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1.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.
1.3. Learning outcomes at the programme level for which the course contributes	The acquired level of coaching training will provide the completed students with the necessary expertise to successfully plan, program and control the training process in individual bowling disciplines based on the knowledge of the current state of training, the forecasted state of the bowlers and the conditions in which the training processes of the bowlers take place.
1.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in bowling. - Knowledge of basic kinesiological and methodological principles of training planning, as well as methodical principles of programming work with selected groups of bowlers. - Understanding the results of diagnostic procedures for determining the training of bowlers involved in the training process - Students will learn how to create a concrete plan and program for bowling training of different age, sex and quality in a multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle.
1.5. Course content broken down in detail by the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Periodization of the training process in bowling (2L + 2S). 2. Bowling training as a transformation process (2L). 3. Competitions in bowling (2L + 2S). 4. Application of general principles and rules in planning and programming of training in bowling. (2L) 5. Determination of model characteristics of bowlers of different age groups as a basis for determining the degree of readiness. (2L) 6. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in the initial, transitive and final state of a bowler's training (2L + 2S). 7. Types of bowling competitions; planning and implementation (2L + 2S). 8. Dosing workloads and their distribution in different bowling cycles (2L + 2S). 9. Programming of recovery measures in the continuity of bowler preparation (2L + 2S). 10. Cyclicity of bowling training in relation to the specifics of the bowling competition calendar. (2L) 11. Application of different training planning and programming methods: successive and parallel (1L). 12. Individualization of the training process of bowlers. (1L). 13. Periodization of the multi-year cycle of bowlers: the beginning of systematic training, youthful age, mature sporting age, the stage of highest achievements. (2L). 14. Specificities of planning and programming of training in younger age categories. (2L).



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	<p>15. Specificities of modelling training plan and programme in younger age categories of bowlers: 8-10-12-14-16-18 years. (2L).</p> <p>16. Plan and program of work in elementary bowling school (2L + 2S).</p> <p>17. Plan and program of work in the specialized stage of development of bowlers (2L + 2S).</p> <p>18. Plan and programme in the final stage of sports specialization of bowlers (2L + 2S).</p> <p>19. Planning and programming of bowling training for the highest athletic achievements (2L + 2S).</p> <p>20. Two-year training cycle: selection of bowlers and testing of a macrocycle with a calendar of competitions in the World Cup year. (2L)</p> <p>21. Annual training cycle: Single and double periodization of the annual bowling training cycle. (2L)</p> <p>22. Standards and norms of the total annual bowler course load. (2L).</p> <p>23. Development of a work plan and programme in the preparation, competition and transition period. (2L + 2S).</p> <p>24. Structure and indicators of bowlers' total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in bowling. (2L).</p> <p>25. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in bowling. (2L).</p> <p>26. Development of a training plan and programme in the preparation, competition and transition microcycle in bowling. (2L + 2S).</p> <p>27. Individual bowling training. (2L).</p> <p>28. Internal structure, organization of design and implementation of individual training plans and programmes in bowling. (2L + 2S)</p> <p>29. Environmental factors in the function of successful planning and programming of bowling training. (2L + 2S)</p> <p>30. Professional-pedagogical standard and criteria of success of coaching work in bowling. (2L)</p> <p>31. Rational use of the necessary resources in the planning, programming and control of the bowler preparation process (2P).</p> <p>32. Practicing planning and programming of training: development of individual and group work programmes in bowling. Keeping a work log. (4S)</p>				
<p>1.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input checked="" type="checkbox"/> mixed e-learning</p> <p><input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>1.7. Comments:</p>		
<p>1.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2.5</p>	<p>Project</p>



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1.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	3.0	(other)
			Oral exam	3.0	(other)
1.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 33.33%, Written exam 28.33%, Oral exam 33.33%				
1.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb			5	
	2. Čuk, I., Pintarić, P., Tušak, M., Belcijan, F., Likovnik, A., Bajec, B., Kugovnik, O. and Gobecc, L.:Sodobno kegljanje (Modern bowling). Bowling Federation of Slovenia, 2012 Ljubljana			5	
	3. Milanovic, D., (2013). Teorija treninga – Kineziologija sports (Training theory - Kinesiology of sport). Faculty of Kinesiology, University of Zagreb.			10	
1.12. Supplementary literature (at the time of application of the study programme proposal)	Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb				
1.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process				



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Prof. Dragan Milanović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN BOWLING	1.7. Credit point (ECTS)	5
1.3. Associates	External Associates: Full professor, Ivan Čuk, Ph.D. Asst. prof. Tonči Mikac, Ph.D. Marko Torlaković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The goal is to provide students with the knowledge of the importance of bowler's training control. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of bowling preparation.		
2.2. Requirements for enrolling the course and entry competencies required for the course	Students rely on the passed courses from the previous six semesters in which they have mastered the fundamental subjects and basic specialties about bowling training		
2.3. Learning outcomes at the programme level for which the course contributes	The undergraduate professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training of a bowler, as well as technologies for controlling the effects of the application of the process of training and competition in this sports field.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for bowling success - Knowledge and skills to select and perform diagnostic procedures to determine bowlers' fitness level. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of bowlers according to the criteria of age, sex and quality level. Application of basic statistical methods for control of training processes in bowling.		
2.5. Course content broken down in detail by the course schedule	Lectures 1. Definition and content of bowling training according to age, sex and quality criteria. (2L). 2. Training control in initial, transitive and final state of training and sports bowling (4L). 3. Training control of anthropometric characteristics of bowlers according to age, sex and quality criteria. (2L). 4. Controlling the training of the bowlers' functional abilities according to the criteria of age, sex and quality level. (2L). 5. Measurement and evaluation of biochemical variables of bowlers according to age, sex and quality criteria. (2L).		



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	<p>6. Training control of basic and specific motor skills of bowlers according to age, sex and quality criteria. (4L). 7. Measurement and evaluation of personality traits and cognitive abilities of bowlers according to age, sex and quality criteria. (4L). 8. Evaluation and application of measuring instruments for assessing the technical readiness of bowlers based on age, sex and quality criteria. (4L) 9. Evaluation and application of indicators of competitive performance of bowlers according to the criteria of age, sex and quality level (2L) 10. Applying test results in controlling the effects of training and bowling competitions according to age, sex and quality criteria (4L).</p> <p>Seminars (creation of a term paper based on the measurement of a group of athletes) 1. Diagnostic methods in bowling: choice of latent dimensions, (2S). 2. Choice of measuring instruments, (1S). 3. Performing the measurements (2S). 4. Registration and processing of collected data, (2S). 5. Analysis and interpretation of results, (2S). 6. Presentation of the obtained results, (2S). 7. Application of test results in the planning, programming and controlling the effects of training and competition of bowlers, (2S). 8. New technologies in measuring the training status of bowlers (2S).</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3.0	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 12%, Term paper 38%, Oral exam 50%				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb	5	
	Čuk, I., Pintarić, P., Tušak, M., Belcijan, F., Likovnik, A., Bajec, B., Kugovnik, O. and Gobecc, L.:Sodobno kegljanje (Modern bowling). Bowling Federation of Slovenia, 2012 Ljubljana	5	
	Buneta, M., Kristof, S., Perman, B. and Vrcek, A.:Kuglanje (Bowling). KSJ and KSH. 1989 Zagreb	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN BOWLING 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION				
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.		1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN BOWLING 2		1.7. Credit point (ECTS)	5
1.3. Associates			1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study		1.9. Expected number of students in the course	5
1.5. Course status	Mandatory		1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.			
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.			
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.			
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories			
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	
	2.7. Comments:			



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Tomislav Krističević, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN BOWLING 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness		
2.5. Course content broken down in detail by the course schedule	- Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC)		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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Study direction- MISCELLANEOUS SPORTS - Orientation FENCING (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF FENCING	1.7. Credit points (ECTS)	3
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of fencing that are contained within the topics of history, origin and development, current rules and their interpretation within the fencing sport, and the way in which organized systems (federations) promote and manage fencing sports at local and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be introduced to a basic overview of the historical development of fencing skills and the formation of fencing sports in Europe and a brief overview of the historical development of fencing in Croatia. Furthermore, after completing this course, students will have an insight into currently applicable fencing rules and will be able to interpret the same as		



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	<p>they understand their purpose within the sport. Students will gain insight into the organization of all structures involved in fencing that are important for its functioning from the minimum to the highest level: fencing club, city or county federation, national federation, Croatian Olympic Committee, European Fencing Confederation (EFC / CEE) and International Fencing Federation (FIE)</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. An overview of the historical development of fencing skills in Europe and Croatia 2. The influence of fencing duels on the development of fencing sports 3. The development of fencing rules throughout history, and their impact on the development of fencing techniques and tactics 4. Applicable Fencing Rules to the International Federation 5. Organization of fencing competitions 6. The internal structure of the organizations in charge of sports in Croatia and the world 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. A brief overview of the development of fencing skills throughout history (2L) 2. Evolution of technique and tactics - development and characterization of combat model (2L) 3. The history of fencing in Croatia (2L) 4. Organization of the sport in Croatia and the world (2L) 5. World and European Championships for different age groups (2L) 6. Official International Competitions (2L) 7. Participation of Croatian swordsmen in International fencing Competitions (2L) 8. Croatian Olympic Committee (2L) 9. National Fencing Federation: statutes, regulations, and sectors of individual boards, councils and commissions (2L) 10. International Fencing Federation - EFC / CEE and FIE (2L) 11. Fencing Club - organization and management (2L) 12. Official international rules (2L) 13. The development of rules (2L) 14. Trial basics in three weapons (flore, sword, saber) (2L) 15. Staff (1L) 16. The impact of rules on the development of fencing sports (1L) 		
<p>2.6. Types of teaching:</p>	<p>X lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	3	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25%					
	Written exam 75%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Lacazze, P. (1991). En garde: Du duel à l'escrime. Paris: Découvertes Gallimard.			2		
	Popovic, A. (2013). Nastanak modernog sporta: Mačevanje, Od oklopa do olimpijskih igara (The Emergence of Modern Sports: Fencing, From Armor to the Olympics). Olimp 12/2013, No. 46, 14-18. Website: http://www.hoo.hr/downloads/OLIMP-46-2012-CIJELI.pdf				YES	
	Croatian Fencing Federation. FIE - Fencing Rules. Website: http://hms.hr/o-macevanju/fie-pravila-macevanja/				YES	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Egerton Castle, E. (2003) Schools and masters of fencing: from the Middle Ages to the eighteenth century. New York: Dover Publications (first edition London, 1885)		
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF FENCING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Fencing aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of fencing, which together form the structures of motion and the situational structures in fencing.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of Fencing, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive and recreational fencing.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical motion structures in fencing - typical structures of fencing situations - kinematic characteristics of fencing structures - kinetic characteristics of structures in fencing - functional abilities in fencing - anatomical characteristics of motor performance in fencing - fencing characteristics according to structural complexity - fencing characteristics according to the dominance of energy processes - fencing characteristics according to the manner in which the sports score is registered - notational analysis 		
2.5. Course content broken down in detail by the course schedule	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of fencing fight against structural complexity (4L +4PC) 2. Fencing analysis according to biomechanical parameters (4P * 4V) 3. Fencing fight analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in fencing (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of fencing tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical elements of swordsmen of different ages and levels of competition (2L +2PC) 10. Comparative analysis of the performance of tactical elements of swordsmen of different ages and levels of competition (2L +2PC) 		
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input checked="" type="checkbox"/> theoretical and practical teaching	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	4
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport				2	
	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN FENCING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Fencing aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and fencing skills (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>By completing the course Anthropological Analysis in Fencing, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and skills in all aspects of fencing (education and high-level sport) as well as for recreational purposes.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge of:</p> <ul style="list-style-type: none"> - primary and specific anthropological characteristics and their importance for success in fencing - anthropological diagnostics, evaluation of training status - anthropological forecasting, assessment of the development of anthropological characteristics under the influence of endogenous and exogenous factors - anthropological characteristics of swordsmen of different sex, age and quality - the impact of different anthropological features (specification equation) on fencing performance - the psychological characteristics of swordsmen and the influence of the psychological and sociological component on the achievement of results in swordsmanship - the connection between anthropological characteristics and abilities - the connection between anthropological characteristics and specific motor knowledge - the modal values of top athletes in fencing - the impact of fencing on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific skills and knowledge of swordsmen (3L + 2S) 2. Specific anthropological characteristics of swordsmen of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on fencing performance (specification equation) (2L + 1S) 4. Model features of training in fencing (2L + 2S) 5. Relationship of anthropometric characteristics of swordsmen and fencing performance (3L + 1S) 6. Relationship of swordsman functional characteristics and fencing performance (3L + 1S) 7. Relationship of motor skills of swordsmen and fencing performance (3L + 1S) 8. Relationship of cognitive abilities and conative features of swordsmen and performance in fencing (3L + 1S) 9. Sociological components in fencing (2L + 1S) 10. Introducing specific tests for assessing fitness level (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in fencing (2L + 1S) 12. The influence of fencing on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport			2		
	Kogler, A. (2005). One Touch at the Time: Psychological Processes in Fencing. SwordPlay Books			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.					



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2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>
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1. COURSE DESCRIPTION - GENERAL INFORMATION

1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I. (FENCING)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	

2. COURSE DESCRIPTION

2.1. Course objectives	The objective of the course is to enable students to acquire basic theoretical and practical knowledge of basic fencing training methodology (fencing movement, positions and fencing actions).
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.



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2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in fencing.				
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - methodology of teaching fencing movements - methodology of teaching fencing positions (flore sword and saber) - methodology of giving individual instruction in fencing - methodology of teaching fencing positions - methods of developing physical conditioning in fencing (specific, general and ludic) - methods of development of basic functional abilities - methodology for the development of specific functional abilities 				
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Basic fencing position (2L +2PC) 2. Fencing movement training methods (8L +8PC) 3. Forms of work in fencing training - group training, pair training, individual training and individual instruction (4L +4PC) 4. Basics of giving individual instruction in fencing - weapon placement, signals that initiate certain actions, use of voice and the unarmed hand, use of rest periods, imitation, direct and indirect perception (4L +4PC) 5. Weapons and valid surface (4L +4PC) 6. Fencing positions (2L +2PC) 7. Basic classification of fencing actions (5L +5PC) 8. Maintenance and repair of weapons and equipment (1L +1PC) 				
2.6. Types of teaching:	<p>x lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)



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number of ECTS credits corresponds to the credit value of the course):	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport			2		
	Czajkowski, Z. (2005). Understanding Fencing: The Unity of Theory and Practice. SKA SwordPlay Books			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials					
	Monitoring and evaluation of independent work					
	Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (FENCING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various basic technical and technical-tactical elements as well as specific traits in fencing in accordance with age categories, quality level of performance and competition rank.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in fencing. Based on the knowledge of the structural and biomechanical characteristics of the		



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	<p>technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in:</p> <ul style="list-style-type: none"> - methodology of teaching fencing distance and fencing pace - methodology for teaching offensive and defensive actions in fencing - connecting specific motor skills - the process of teaching in fencing - methods of developing specific traits in swordsmen 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Fencing distance and pace (2L +2PC) 2. Preparations (2L +2PC) 3. Simple attacks (4L +4PC) 4. Complex attacks (4L +4PC) 5. Defense (4L +4PC) 6. Counter-attacks (4L +4PC) 7. Types of attack actions (4L +4PC) 8. Counter-tempo and counter-stop (4L +4PC) 9. Linking specific motor actions (2L +2PC) 10. The process of teaching in facing: a description and explanation of the structural, biomechanical and anatomical features of a motor task (2L+2PC) 11. The process of teaching in fencing: a demonstration of the performance of a technical and technical-tactical task (2L +2PC) 12. The process of teaching in fencing: evaluating motor performance - detecting motor errors (causes and consequences) (3L+3PC) 13. The process of teaching in fencing: motor errors in motor task performance - a structural and biomechanical approach (3L+3PC) 14. The process of teaching in fencing: correcting motor errors (3L +3PC) 15. Developing specific traits in a swordsman - balance, coordination, concentration, weapon feel, swordsmanship (2L +2PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>x independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport			2		
	Czajkowski, Z. (2005). Understanding Fencing: The Unity of Theory and Practice. SKA SwordPlay Books			2		
	Lukovich, I. (1971). Electric Foil Fencing. Corvina Press			2		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (FENCING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in fencing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>				
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - principles of learning and teaching in fencing - the methodology of teaching technical preparation in fencing - methodology of teaching tactics in fencing 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in fencing (5L +5PC) 2. Situational improvement of technical elements in fencing (5L +5PC) 3. Competitive training of technical elements in fencing (5L+5PC) 4. The principles of learning and teaching in fencing - individualization (4L +4PC) 5. The principles of learning and teaching in fencing - intensification (4L +4PC) 6. Technical preparation (5L +5PC) 7. Correlation between technical, tactical and physical conditioning (4L +4PC) 8. Basic tactical principles (5L +5PC) 9. Classification of fencing actions according to tactical application (3L +3PC) 10. Tactics teaching methodology (5L +5PC) 				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>3</p>	<p>Project</p>



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2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport				2	
	Czajkowski, Z. (2005). Understanding Fencing: The Unity of Theory and Practice. SKA SwordPlay Books				2	
	Lukovich, I. (1971). Electric Foil Fencing. Corvina Press				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN FENCING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming fencing training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in fencing. This professional level of training for coaches will provide the graduate students with the necessary knowledge		



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	<p>to successfully plan, program and control the training process in fencing based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in fencing that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of swordsmen. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of swordsmen involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for swordsmen of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in fencing. (2L) 2. Sports training as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle. (2L) 3. Determining model characteristics of swordsmen of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic IT systems for registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various fencing training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in fencing. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in fencing. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in fencing. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S)



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	<p>16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in fencing (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual fencing training cycle. (2L) 21. Standards and norms of the total annual course load in fencing. (2L) 22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in fencing. (2L) 24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in fencing. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in fencing. (2L + 2S) 26. Individual training, tournament, preparations away from home, sports and leisure activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programmes in fencing. (2L + 2S) 28. Environmental factors in the function of successful training planning and programming in fencing. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in fencing. (2L) 30. Professional practice with younger age groups in fencing. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programs in fencing. (4S) 32. Keeping a fencing log (4S)</p>				
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2.5</p>	<p>Project</p>



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2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2.0	(other)
			Oral exam	4.0	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport			2	
	Czajkowski, Z. (2005). Understanding Fencing: The Unity of Theory and Practice. SKA SwordPlay Books			2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.				
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>				



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN FENCING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The aim of the course is to enable students to gain knowledge about the importance of controlling the training of athletes in fencing. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in fencing that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in the sports field. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in fencing. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in fencing (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in fencing (4L). 3. Measurement and evaluation of anthropometric characteristics of swordsmen (2P). 4. Measurement and evaluation of swordsmen's functional abilities. (2L). 5. Measurement and evaluation of biochemical swordsman variables (2L). 6. Measurement and evaluation of basic and specific motor skills of swordsmen (4L). 7. Measurement and evaluation of the personality traits and cognitive abilities of swordsmen (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in fencing (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determination of model characteristics of fencers of different ages in fencing (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in fencing: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 		
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	Project
	Experimental work		Research	
	Essay		Report	(other)
	Preliminary exams		Term paper	1.5 (other)
			Oral exam	3.0 (other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Barth, B. & Beck, E. (2007). The Complete Guide to Fencing. Meyer & Meyer Sport		2	
	Kogler, A. (2005). One Touch at the Time: Psychological Processes in Fencing. SwordPlay Books		2	
2.12. Supplementary literature (at the time of application of the study programme proposal)				



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2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process
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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN FENCING 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION				
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.		1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN FENCING 2		1.7. Credit point (ECTS)	5
1.3. Associates			1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study		1.9. Expected number of students in the course	3
1.5. Course status	Mandatory		1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.			
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.			
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.			
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories			
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Baić, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN FENCING 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work x
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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AND GRADUATE STUDY PROGRAMMES**

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Study direction- MISCELLANEOUS SPORTS - Orientation DARTS (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF DARTS	1.7. Credit points (ECTS)	3
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30 (30L)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the basic settings of darts which are contained within the topics of history, origin and development, current rules and their interpretation and the way of functioning of darts association that promotes and manages sports activities at the domestic and international level.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will become acquainted with the circumstances and place of origin of darts and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize the sport. After completing this course, students will have an insight into the new rules and will be able to interpret them. Students will gain insight into the organization of all structures that operate in darts and that are important		



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	for its functioning from the lowest to the highest level: coaches association, sports club, city county federation, Croatian Olympic Committee, International Darts Federation.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the formation of darts 2. A way of spreading and popularizing this sports activity 3. Development of darts in Croatia and the world so far 4. Those items that led to the setting of this sports activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of darts in Croatia and the world 		
2.5th Course content broken down in detail by the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. The appearance of organized darts (2L) 2. Development and prevalence of darts in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian athletes in international darts competitions (2L) 6. Organization of Darts in Croatia and the World (2L) 7. Croatian Olympic Committee and the activities of the darts federation within it (2L) 8. National Sports Federation: Statutes, Regulations and Sectors of Individual Boards, Councils and Commissions (2L) 9. Judicial organization (2L) 10. Coaches association (2L) 11. Sports Club - Organization and Management (2L) 12. Official international rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of sports models (1L) 		
2.6th Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	<p>2.7th Comments:</p>



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	<input type="checkbox"/> fieldwork			
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	3
	Experimental work		Research	
	Essay		Report	
	Preliminary exams		Term paper	
			Oral exam	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Đođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation.		5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.			
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF DARTS	1.7. Credit points (ECTS)	9
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Kinesiological Analysis of Darts aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of sports activity, which together form the structures of motion or and the situational structures in darts.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of sport, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive sport and recreation. The knowledge gained in this course will enable students to independently analyse sports activity, to draw conclusions		



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	about the principles of technique performance in this polystructural acyclic sport, and to structure training procedures more correctly.		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical motion structures in darts - kinematic characteristics of darts structures - kinetic characteristics of structures in darts - functional processes in darts - anatomical characteristics of motor performance in darts - characteristics of darts according to structural complexity - the characteristics of darts according to the dominance of energy processes - darts characteristics according to the manner in which the sports score is registered - notational analysis 		
2.5th Course content broken down in detail by the course schedule	<p>Lectures and practical classes</p> <ol style="list-style-type: none"> 1. Analysis of activity darts by structural complexity (4L +1S +4PC) 2. Activity analysis according to biomechanical parameters (4L +2S +4PC) 3. Analysis of darts activity by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in darts (5P +2S) 5. Analysis of structures, substructures and structural units of the technique in darts (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements in darts (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical darts elements of different ages and competition levels (2L + 2PC) 10. Comparative analysis of the performance of tactical elements of darts players of different ages and levels of competition (2L +2PC) 		
2.6th Types of teaching:	<p>x lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	theoretical and practical teaching	
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments		
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam 1 Project
	Experimental work		Research Practical work
	Essay		Report Participation in extracurricular projects
	Preliminary exams		Term paper Practical exam 4
			Oral exam 3 (other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%		
2.11th Required literature <i>(available in the library and through other media)</i>	Title		Number of copies in the library Availability through other media
	Dođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.		5



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2.12th Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.
2.13th Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN DARTS	1.7. Credit points (ECTS)	5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The course in Anthropological Analysis in darts aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and darts skills (competitive, recreational and educational).		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	By completing the course Anthropological Analysis of Sport, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and abilities in all aspects of playing darts (education and high-level sport) as well as for recreational purposes. Students will gain knowledge on the impact of		



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	anthropological characteristics on performance in this sport activity and the impact of darts on properly directing the development of all anthropological abilities and characteristics.	
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics in darts of different sex, age and quality - the impact of different anthropological features (specification equation) on successful performance in darts. - the psychological characteristics of athletes and the impact of the psychological and sociological component on darts performance. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of high-level athletes in darts. - the impact of darts on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 	
2.5th Course content broken down in detail by the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and skills in darts (3L + 2S) 2. Specific anthropological characteristics of darts players of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on darts performance (specification equation) (2L + 1S) 4. Model training features in darts (2L+ 2S) 5. The relation between anthropometric characteristics of athletes and performance in darts (3L + 1S) 6. The relation between functional characteristics of athletes with performance in darts (3L + 1S) 7. The relation between athlete's motor skills and performance in darts (3L + 1S) 8. The relation between athletes' cognitive abilities and conative characteristics with performance in darts (3L + 1S) 9. Sociological components in darts (2L + 1S) 10. Introducing specific tests for assessing fitness level (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in darts (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 	
2.6th Types of teaching:	<p>x lectures</p> <p>x seminars and workshops</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p>
		<p>2.7th Comments:</p>



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	<input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Đođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.			5		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc. Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I. (DARTS)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive darts performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities of darts players.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in darts.		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in darts - the importance of qualitative motor skills (coordination, balance, precision) in darts - the influence of basic and specific functional abilities in darts - methods of development of basic motor skills - methodology for the development of specific motor skills - methods of development of basic functional abilities - methodology for the development of specific functional abilities
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in darts (1L+1PC) 2. Basic methodical principles in physical conditioning in darts (1L+1PC) 3. Organizational and methodical forms of physical conditioning in darts (1L+1PC) 4. Locations, equipment and aids in physical conditioning in darts (1L+1PC) 5. Organizational forms of physical conditioning in darts (1L+1PC) 6. Classification of exercising methods for the development of physical fitness in darts (1L+1PC) 7. Methods of strength development in general and basic physical conditioning in darts (1L+1S) 8. Methods of speed development in general and basic physical conditioning in darts (1L + 1S) 9. Methods of endurance development in general and basic physical conditioning in darts (1L+1PC) 10. Methods of flexibility development in general and basic physical conditioning in darts (1L+1S) 11. Methods of coordination development in general and basic physical conditioning in darts (1L +1S) 12. Methods of agility development in general and basic physical conditioning in darts (1L+1PC) 13. Methods of precision development in general and basic physical conditioning in darts (1L+1S) 14. Methods of balance development in general and basic physical conditioning in darts (1L +1S) 15. Methods of aerobic fitness development in general and basic physical conditioning in darts (1L+1PC) 16. Methods of strength development in specific and situational physical conditioning in darts (1L+1PC) 17. Methods of speed development in specific and situational physical conditioning in darts (1L+1PC) 18. Methods of stamina development in specific and situational physical conditioning in darts (1L+1PC) 19. Methods of flexibility development in specific and situational physical conditioning in darts (1L+1PC) 20. Methods of coordination development in specific and situational physical conditioning in darts (1L+1PC) 21. Methods of development of agility in specific and situational physical conditioning in darts (2L +2S) 22. Methods of development of precision in specific and situational physical conditioning in darts (2L +2S) 23. Methods of development of balance in specific and situational physical conditioning in darts (2L +2S) 24. Methods for developing aerobic abilities in specific and situational physical conditioning in darts (2L+2S) 25. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning in darts (2L+ 2S)



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2.6th Types of teaching:	x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7th Comments:	
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	1	Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%					



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	Đođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (DARTS)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition in darts.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in darts. Based on the knowledge of the structural and biomechanical characteristics of the		



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	<p>technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks in darts.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements in darts - differentially apply different methods of giving information with regard to the participants' capabilities in darts. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance in darts - determine the existence of motor errors in darts - choose methodical procedures for correcting motor errors in darts - determine the final level of successful performance of a technical or technical-tactical element in darts
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ul style="list-style-type: none"> - Technique and preparedness in darts (15L +15PC) - Classification of teaching methods for the acquisition of motor skills in darts (2L+2PC) - Specific methodical procedures for teaching the technique in darts (2L+2PC) - Phases of learning and teaching technical elements in darts (2L +2PC) - Basic teaching of technical elements in darts (2L+2PC) - Advanced teaching of technical elements in darts (2L +2PC) - Situational improvement of technical elements in darts (2L+2PC) - Competitive training of technical elements in darts (3L+3PC) - Learning and teaching principles in darts – individualization (3L+3PC) - Learning and teaching principles in darts – intensification (3L+3PC) - The process of teaching in darts: a description and explanation of the structural, biomechanical and anatomical features of a motor task (3L+3PC) - The process of teaching in darts: a demonstration of a motor task (3L+3PC) - The process of teaching in darts: evaluating motor performance - detecting motor errors (causes and consequences) (3L+3PC)



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2.6th Types of teaching:	x lectures	× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)			2.7th Comments:	
	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork					
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 15% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media

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	Đođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (DARTS)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age and weight categories, quality level of performance and ranking of competition in darts.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in darts. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.		



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	The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in darts. - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element 		
2.5. Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC) except topic 13 which is processed through (21L +21PC)</p> <ol style="list-style-type: none"> 1. Basic teaching of technical elements in darts 2. Advanced teaching of the technical elements in darts 3. Situational improvement of technical elements in darts 4. Competitive training of technical elements in darts 5. Learning and teaching principles in darts – individualization 6. Learning and teaching principles in darts – intensification 7. The process of teaching in darts: a description and explanation of the structural, biomechanical and anatomical features of a motor task 8. Demonstration of technical and technical-tactical task performance 9. Evaluating motor performance - detecting motor errors (causes and consequences) 10. The process of teaching in darts: motor errors in the execution of a motor task - a structural and biomechanical approach 11. The process of teaching in darts: correcting motor errors 12. The process of teaching in darts: final control of the correctness of the performance of a motor task 13. Specificities of methodical learning and teaching procedures in darts (21L +21PC) 		
2.6. Types of teaching:	x lectures	x independent tasks	2.7. Comments:



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	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report		(other)	
	Preliminary exams		Term paper	1.5	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 15% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Dođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.				5	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN DARTS	1.7. Credit points (ECTS)	9
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming darts training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training in darts.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in darts. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the		



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	<p>current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in darts that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of athletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process in darts. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for athletes and sports teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5th Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in darts. (2L) 2. Sport training in darts as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of athletes of different ages in kickboxing. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic information systems for registration and analysis of darts. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various training cycles in darts (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in darts. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in darts. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in darts. (2L) 14. Specificities of modelling of training plan and programme in younger age categories. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S)



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	<p>16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in darts (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Standards and norms of the total annual course load. (2L) 20. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 21. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in darts. (2L) 22. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in darts. (2L) 23. Development of a training plan and programme in the preparation, competition and transition microcycle in darts. (2L + 2S) 24. Individual training, match, preparations away from home, sporting and leisure activities. (2L) 25. Internal structure, organization of design and implementation of individual training plans and programmes in darts. (2L + 2S) 26. Environmental factors in the function of successful training planning and programming in darts (2L+ 2S) 27. Professional-pedagogical standard and criteria of success of coaching work in darts. (2L) 28. Professional practice with younger age groups in darts. (2L) 29. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in darts. (4S) 30. Keeping a darts log (4S)</p>		
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7th Comments:</p>
<p>2.8th Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>		



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2.9th Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</i>	Attendance	0.5	Written exam	2.5	Project	
	Experimental work		Research			
	Essay		Report		(other)	
	Preliminary exams		Term paper	2.0	(other)	
			Oral exam	4.0	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%					
2.11. Required literature <i>(available in the library and through other media)</i>	Title				Number of copies in the library	Availability through other media
	Dođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.				5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Duffy, L., Djodo, Z., Zekic, J., Jovanovic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.					
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN DARTS	1.7. Credit points (ECTS)	5
1.3. Assistant teachers		1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control in darts. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.		



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<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in darts that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in darts. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in darts. 		
<p>2.5th Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in darts (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in darts (4L). 3. Measurement and evaluation of anthropometric characteristics of athletes (2L). 4. Measurement and evaluation of functional abilities of athletes. (2L). 5. Measurement and evaluation of biochemical variables of athletes (2L). 6. Measurement and evaluation of basic and specific motor skills of athletes (4L). 7. Measuring and evaluating the personality traits and cognitive abilities of athletes (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process in darts (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of athletes of different ages in darts (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in darts: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 		
<p>2.6th Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p>	<p>2.7th Comments:</p>



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	<input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam		Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	1.5	(other)
			Oral exam	3.0	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Dođo, Ž., Sablić, Z., Zečić, M., Kasović, M. & Vučetić, V. (2014). Pikado (Darts). Croatian Darts Federation. Zagreb.			5	



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	Duffy, L., Djodo, Z., Zekic, J., Jovanivic, M. and Sporiš, G. (2015).Darts.Croatian Darts Federation.Zagreb.		
2.12. Supplementary literature (at the time of application of the study programme proposal)			
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN DARTS 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures	<input type="checkbox"/> independent tasks	2.7. Comments:
	<input type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and networks	
	<input checked="" type="checkbox"/> practical classes	<input type="checkbox"/> laboratory classes	
	<input type="checkbox"/> entirely online	<input type="checkbox"/> mentoring	
	<input type="checkbox"/> blended courses	<input type="checkbox"/> (other)	



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN DARTS 2	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	30
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)
	2.7. Comments:		



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Assoc.Prof. Goran Sporiš, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN DARTS 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	3
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work x
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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Study Program - MISCELLANEOUS SPORTS - Orientation TABLE TENNIS (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES AND ORGANIZATION OF TABLE TENNIS	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	Karlo Kameniđ, prof. Mateja Magliđiđ, Mag.cin.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the development of table tennis throughout history, to familiarize them with the origin and development of rules in table tennis, with current rules and their interpretation, and the way of functioning of national and regional table tennis federations that promote and manage all activities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be acquainted with the circumstances that led to the origin of table tennis as a sport and with the factors that have led to its spread in the world and in Croatia. The information provided is important in the education of students as well as for further promotion of table tennis as sport. After completing this course, students will have a thorough insight into the valid table tennis rules and will be able to apply them. Students will gain insight into the organization of the Croatian Table Tennis Association, which is important for the scope of work of coaches at all structural levels: coaches		



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	association, table tennis club, city or county table tennis federation, Croatian Table Tennis Association, Croatian Olympic Committee, ETTU, ITTF.	
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Students will have a high level of knowledge in the following segments of this course:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the creation of the table tennis game 2. Historical facts that have led to the setting of table tennis rules as well as those that encouraged their revision and/or upgrade 3. A way of spreading and popularizing table tennis 4. The development of table tennis so far 	
2.5. Course content broken down in detail by the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 17. The emergence of tennis and the formation of the first table tennis organizations (2L) 18. Development and distribution of table tennis in Croatia and the World (2L) 19. World and European Championships for different age groups (2L) 20. Other International Competitions (2L) 21. Participation of Croatian table tennis players in international competitions (2L) 22. The organization of table tennis in Croatia and cooperation with international organizations (2L) 23. Croatian Olympic Committee (2L) 24. National Sports Federation: statutes, regulations and scope of work of individual boards, councils and committees (2L) 25. Judicial organization (2L) 26. Table Tennis Coaches Association (2P) 27. Sports Club - Organization and Management (2L) 28. Table Tennis Rules (2L) 29. Singles game refereeing (2L) 30. Specificities of doubles refereeing (2L) 31. Staff (1L) 32. The impact of rules on table tennis improvement (1L) 	
2.6. Types of teaching:	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>
		2.7. Comments:



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1	Project
	Experimental work		Research	0.5	Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	1	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 17% Research 17% Oral 33% Written exam 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.			5	Internet
2.12. Supplementary literature (at the time of application of the study programme proposal)	http://www.hsts.hr/images/stories/201415/propozicije/pravila-stolnitenis_2014.pdf				
2.13. Quality assurance methods that provide the acquisition of competences	Partial monitoring of program content learning Research work for the duration of the study programme (monitoring the refereeing of several tennis matches) Anonymous student survey				

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF TABLE TENNIS	1.7. Credit points (ECTS)	9



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1.3. Assistant teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof. Tihomir Mosotvac, univ. mag. mngmt.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45P +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Table Tennis aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of elements of table tennis technique and game.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of Table Tennis, students will acquire special knowledge and abilities important for analysis of table tennis game in all age categories of competitive and recreational table tennis.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in: <ul style="list-style-type: none"> - typical ways of conducting structural analysis of table tennis - typical ways of conducting structural analysis of situational parameters in table tennis - kinetic characteristics of certain elements of table tennis - the importance of functional abilities in table tennis - anatomical characteristics of motor performance in table tennis - characteristics of table tennis according to its structural complexity 		



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<p>2.5. Course content broken down in detail by the course schedule</p>	<p>- characteristics of a table tennis game with regard to the dominance of certain energy processes</p> <p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Structural analysis of table tennis game by sex and age categories (4L +4PC) 2. Biomechanical Analysis of Table Tennis (4L +4PC) 3. Analysis of table tennis game by dominance of energy processes in sex and age categories (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in table tennis in sex and age categories (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in table tennis in sex and age categories (6L + 6PC) 6. Structural analysis of certain phases of table tennis technique by sex and age categories (6L + 6PC) 7. Analysis of structures, substructures and structural elements of table tennis tactics in sex and age categories (6L + 6PC) 8. Structural analysis of the performance of tactical elements in table tennis by sex and age categories (6L + 6PC) 9. Comparative analysis of the performance of technical elements of table tennis players of different ages and competition levels (2L +2PC) 10. Comparative analysis of the performance of tactical elements of tennis players of different ages and levels of competition (2L +2PC) 																												
<p>2.6. Types of teaching:</p>	<p>x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching</p>	<p>2.7. Comments:</p>																										
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>																												
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<table border="1"> <tr> <td>Attendance</td> <td>1</td> </tr> <tr> <td>Experimental work</td> <td></td> </tr> <tr> <td>Essay</td> <td></td> </tr> <tr> <td>Preliminary exams</td> <td></td> </tr> </table>	Attendance	1	Experimental work		Essay		Preliminary exams		<table border="1"> <tr> <td>Written exam</td> <td>1</td> </tr> <tr> <td>Research</td> <td></td> </tr> <tr> <td>Report</td> <td></td> </tr> <tr> <td>Term paper</td> <td>0.5</td> </tr> </table>	Written exam	1	Research		Report		Term paper	0.5	<table border="1"> <tr> <td>Project</td> <td></td> </tr> <tr> <td>Practical work</td> <td></td> </tr> <tr> <td>Participation in extracurricular projects</td> <td></td> </tr> <tr> <td>Practical exam</td> <td>3.5</td> </tr> </table>	Project		Practical work		Participation in extracurricular projects		Practical exam	3.5		
Attendance	1																												
Experimental work																													
Essay																													
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Written exam	1																												
Research																													
Report																													
Term paper	0.5																												
Project																													
Practical work																													
Participation in extracurricular projects																													
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			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Term paper- 6% Practical work - 38% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.			5	online	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb. 2. Seemiller, D. and Holowchak M. (2000):Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal. 3. Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina. 4. Hudetz, R. (2000):Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport.					
2.13. Quality assurance methods that provide the acquisition of competences	Partial monitoring of program content learning of the subject Self-recording and written analysis of given technique elements Research work for the duration of the study programme Anonymous student survey					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	1
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN TABLE TENNIS	1.7. Credit points (ECTS)	5
1.3. Associate teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course Status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Table Tennis aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics of table tennis athletes of all age categories.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites.		
2.3. Learning outcomes at the programme level for which the course contributes	Acquire special abilities and knowledge important for defining anthropological characteristics in competitive and recreational table tennis.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge in: <ul style="list-style-type: none"> - anthropological characteristics of table tennis players of different ages, sex and competitive qualities - the impact of various anthropological characteristics on table tennis performance - the psychological characteristics of players and the impact of the psychological and sociological component on table tennis performance. - the connection between anthropological characteristics and abilities - the connection between anthropological characteristics and specific motor knowledge 		



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	<ul style="list-style-type: none"> - structure and relation of characteristics, abilities, traits and knowledge - the modal values of high-level athletes in table tennis - the impact of table tennis on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes 				
2.5. Course content broken down in detail by the course schedule	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific anthropological characteristics of table tennis players of different sex and age (3L + 1S) 2. Impact of various anthropological characteristics on table tennis performance (2P + 1S) 3. Relation between anthropological characteristics and specific technical and tactical motor skills of table tennis players (3L + 2S) 4. Model Features of Table Tennis Training (2L + 2S) 5. The correlation of anthropometric characteristics of athletes with performance in table tennis (3L + 1S) 6. Relationship of Athletes' Functional Skills with Table Tennis Performance (3L + 1S) 7. The relation between motor skills of athletes and table tennis performance (3L + 1S) 8. The relation between player's cognitive abilities and conative characteristics and table tennis performance (3L + 1S) 9. Sociological components and development of table tennis players (2L + 1S) 10. Introducing specific tests for assessing fitness level (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in table tennis (2L + 1S) 12. The influence of sport on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 				
2.6. Types of teaching:	<p>X lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>X independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	2	(other)



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2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 20% Written exam - 20% Term paper - 20% Oral exam: 40%		
2.11. Required literature (available in the library and through other media)	Title	Number of copies in the library	Availability through other media
	1. Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.	5	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb. 2. Seemiller, D. and Holowchak M. (2000):Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal. 3. Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina. 4. Hudetz, R. (2000):Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport. 		
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I. (TABLE TENNIS)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof. Tihomir Mostovac, univ. mag. mngmt.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge of table tennis training methodology. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course students will be able to develop, implement and control the training process in all competitive categories.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none">- Theoretical and practical knowledge of teaching in table tennis- Advanced and situational teaching of technical elements in table tennis- The process of improving the elements of table tennis technique- The importance of motor skills (coordination, balance, precision) in table tennis- The influence of basic and specific functional abilities on table tennis performance- Methodology for the development of basic and specific motor skills- Methodology for the development of basic and specific functional abilities
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1P +1V except topics under order no. 2,3,4,5,6,7,8. processed 2P +2V))</p> <ol style="list-style-type: none">1. Classification of exercising methods for the development of physical fitness in table tennis2. Methods of strength development in general and basic physical conditioning3. Methods of speed development in general and basic physical conditioning4. Methods of endurance development in general and basic physical conditioning5. Methods of strength development in general and basic physical conditioning6. Methods of speed development in general and basic physical conditioning7. Methods of endurance development in general and basic physical conditioning8. Methods of strength development in general and basic physical conditioning9. Methods of speed development in general and basic physical conditioning10. Methods of aerobic fitness development in general and basic physical conditioning11. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic physical conditioning of table tennis players12. Methods of strength development in specific and situational conditional preparation13. Methods of speed development in specific and situational fitness preparation14. Methods of stamina development in specific and situational conditional preparation15. Methods of flexibility development in specific and situational conditional preparation16. Methods of coordination development in specific and situational conditional preparation17. Methods of agility development in specific and situational conditional preparation18. Methods of precision development in specific and situational conditional preparation19. Methods of balance development in specific and situational conditional preparation20. Methods for developing aerobic abilities in specific and situational physical conditioning21. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational conditional preparation



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	22. Methodology for development and maintenance of morphological characteristics in table tennis players 23. Control of conditional preparation in table tennis				
2.6. Types of teaching:	x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 14% Written exam - 28% Term paper - 14% Oral exam - 43%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.			5	

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2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb.</p> <p>Seemiller, D. and Holowchak M. (2000): Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal.</p> <p>Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina.</p> <p>Hudetz, R. (2000): Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport.</p>		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (TABLE TENNIS)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently teach and train table tennis players. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills		



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	<p>for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to table tennis players.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After passing the exam, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the specific capabilities of table tennis players - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, combined or visualization teaching methods - analyse and evaluate the level of motor performance of table tennis players - identify motor errors in the performance of elements in a table tennis game - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element in a table tennis game
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Theoretical Basics of Table Tennis Learning and Teaching (3L + 3PC) 2. Basic pedagogical and didactic principles in technical and tactical training of table tennis players (3L + 3PC) 3. Basic methodical principles in technical and tactical training of table tennis players (3L + 3PC) 4. Methodical forms of technical and tactical training of table tennis players (3L + 3PC) 5. Locations, equipment and aids in technical and tactical training in table tennis (3L + 3PC) 6. Organizational forms in technical and tactical preparation of table tennis players (2L + 2PC) 7. Table Tennis Technique: the structure of the technical elements for step-by-step motor instruction in table tennis (2L + 2PC) 8. Initial teaching of table tennis technical elements (2L + 2PC) 9. Phases of learning and teaching technical elements in table tennis (2L + 2PC) 10. Advanced teaching of table tennis elements (2L + 2PC) 11. Situational improvement of technical elements in table tennis (2L + 2PC) 12. Principles of learning and teaching in table tennis - individualization (2L + 2PC) 13. The process of teaching in table tennis: a description and explanation of the structural, biomechanical and anatomical features of a motor task (2L+ 2PC) 14. The process of teaching in table tennis: demonstrating a motor task (2L + 2PC) 15. The process of teaching in table tennis: evaluating motor performance - detecting motor errors (causes and consequences) (2L + 2PC)



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	<p>16. The process of teaching in table tennis: motor errors in motor task performance - a structural and biomechanical approach (2L+ 2PC) 17. The process of teaching in table tennis: correcting motor errors (2L + 2PC) 18. The process of teaching in table tennis: final control of the correctness of the motor task execution (2L+ 2PC) 19. The process of improving the basic elements of table tennis (2L + 2PC) 20. The process of improving the specific elements of table tennis (2L + 2PC)</p>				
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>2</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		<p>(other)</p>
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>(other)</p>
			<p>Oral exam</p>	<p>2</p>	<p>(other)</p>
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Class Activity - 11% Written exam - 22% Practical work - 22% Oral exam - 44.5%</p>				
<p>2.11. Required literature (available in the library and through other media)</p>	<p>Title</p>			<p>Number of copies in the library</p>	<p>Availability through other media</p>
	<p>Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.</p>			<p>5</p>	

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES**

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2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb.</p> <p>Seemiller, D. and Holowchak M. (2000): Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal.</p> <p>Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina.</p> <p>Hudetz, R. (2000): Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport.</p>		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (TABLE TENNIS)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently teach and train table tennis players. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills		



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	<p>for the performance of technical and technical-tactical elements. The basic learning outcome is a student's ability to transfer knowledge to table tennis players.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After passing the exam, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the specific capabilities of table tennis players - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, combined or visualization teaching methods - analyse and evaluate the level of motor performance of table tennis players - identify motor errors in the performance of elements in a table tennis game - choose methodical procedures for correcting motor errors - determine the final level of successful performance of a technical or technical-tactical element in a table tennis game
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u></p> <ol style="list-style-type: none"> 1. Technique and technical readiness in table tennis (3L + 3PC) 2. Tactics and tactical preparedness in table tennis (3L + 3PC) 3. Specific methods for teaching table tennis technique (3L + 3PC) 4. Basic methodical principles in technical and tactical training in table tennis (3L + 3PC) 5. Basic methodical principles in physical conditioning of table tennis players (3L + 3PC) 6. Basic methodical principles in technical and tactical training in table tennis (3L + 3PC) 7. Basic methodical principles in physical conditioning of table tennis players (3L + 3PC) 8. Training sets of technical-tactical training (3L + 3PC) 9. Training sets in physical conditioning in table tennis (3L + PC) 10. Locations, equipment and aids in technical and tactical training in table tennis (3L + 3PC) 11. Locations, equipment and aids in physical conditioning in table tennis (3L + 3PC) 12. Technical and tactical preparation in table tennis (3L + 3PC) 13. Training sets in physical conditioning in table tennis (3L + 3PC) 14. Classification of teaching methods for the acquisition of motor skills in table tennis (2L + 2PC) 15. Classification of exercising methods for the development of physical fitness in table tennis (2L + 2PC) 16. Competition improvement of technical elements in table tennis (2L + 2PC)



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2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		× independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	2	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam – 25% Practical work – 25% Oral exam - 37.5%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.			5	online



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<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb.</p> <p>Seemiller, D. and Holowchak M. (2000): Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal.</p> <p>Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina.</p> <p>Hudetz, R. (2000): Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport.</p>
<p>2.13. Quality assurance methods that provide the acquisition of competences</p>	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN TABLE TENNIS	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof. Tihomir Mostovac, univ. mag. mngmt.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L</i> *
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastery of basic knowledge about the specifics of planning and programming of training in table tennis in accordance with the peculiarities of periodization and competition calendar. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>This course of professional level of training will provide the students with the necessary knowledge to successfully plan, program and control the training process of tennis players based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in table tennis. - Interrelated knowledge of planning and programming with basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with table tennis players. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process. - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming in table tennis (2L) 2. Sport training in table tennis as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of athletes of different ages (2L) 4. Basic IT systems for registration and analysis of competitive activity. (2L) 5. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 6. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process (2L) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various table tennis training cycles (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in table tennis. (2L) 10. Application of different methods of planning and programming training (2L) 11. Individualization of the training process in table tennis (2P) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements (2L) 13. Specificities of planning and programming of table tennis training in younger age categories (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in table tennis (2L + 2S)



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	<p>18. Planning and programming of training of representative selections (2L + 2S)</p> <p>19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year (2L)</p> <p>20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual table tennis training cycle (2L)</p> <p>21. Standards and norms of total annual table tennis load (2L)</p> <p>22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages (2L + 2S)</p> <p>23. Structure and indicators of total training load in the mesocycle. Specificities of the preparatory and competitive table tennis mesocycle (2L)</p> <p>24. Structure and indicators of total training load in the microcycle. The peculiarities of the preparatory and competitive table tennis microcycle (2L)</p> <p>25. Development of a training plan and programme in the preparation, competition and transition microcycle in table tennis (2L+ 2S)</p> <p>26. Individual training, match, preparations away from home, sporting and leisure activities (2L)</p> <p>27. Internal structure, organization of design and implementation of individual training plans and programs in table tennis (2L+ 2S)</p> <p>28. Environmental factors in the function of successful training planning and programming (2L+ 2S)</p> <p>29. Professional-pedagogical standard and criteria of success of coaching work (2L)</p> <p>30. Professional practice with younger age groups (2L)</p> <p>31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programmes in table tennis (4S)</p> <p>32. Conducting a review of training work in table tennis (4S)</p>				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
	Attendance	1	Written exam	2	Project



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):		Research			
		Report		(other)	
	Preliminary exams	Term paper	2	(other)	
		Oral exam	4	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 11.1%, Term paper 22%, Written exam 22%, Oral exam 44%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.			5	online
2.12. Supplementary literature (at the time of application of the study programme proposal)	<p>Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb.</p> <p>Seemiller, D. and Holowchak M. (2000):Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal.</p> <p>Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina.</p> <p>Hudetz, R. (2000):Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport.</p>				
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the adoption of program content of the course</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>				



Sveučilište u Zagrebu

FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN TABLE TENNIS	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Mateja Magličić, Mag.cin. Karlo Kamenić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L*</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the table tennis players' training control and teach them to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a necessary level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in table tennis.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Explain basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in table tennis that are suitable for determining the state of training - Distinguish knowledge and skills to select and perform diagnostic procedures to determine the fitness level of a table tennis player - Apply the results of diagnostic procedures in conducting training processes with different groups of table tennis players according to the criteria of age, sex and quality level - Apply basic statistical methods to control training processes in table tennis
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control (2L) 2. Measurement and evaluation of initial, transitive and final training states and fitness (4L) 3. Measurement and evaluation of anthropometric characteristics of table tennis players (2L) 4. Measurement and evaluation of functional abilities of table tennis players (2L) 5. Measurement and evaluation of biochemical variables of table tennis players (2L) 6. Measurement and evaluation of basic and specific motor skills (4L) 7. Measurement and evaluation of the personality traits and cognitive abilities (4L) 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of athletes in modelling the training process (4L) 9. Evaluation and application of standard situational performance indicators in modelling the table tennis training (2L) 10. Determining model characteristics of athletes of different ages in table tennis (4L) <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in table tennis: choice of characteristics (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S).



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2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam		Project	
	Experimental work		Research			
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 20%, Term paper 20%, Oral exam 60%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Kondrič, M. (2007):Stolni tenis - priručnik (Table Tennis - A Handbook). Zagreb: Faculty of Kinesiology, University of Zagreb.				5	online

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2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none">1. Kondrič, M. and Furjan - Mandić G. (2002): Fizička priprema stolnotenisača (Physical preparation of table tennis players). Zagreb: Zagreb Sports Federation, Faculty of Kinesiology, University of Zagreb.2. Seemiller, D. and Holowchak M. (2000): Stolni tenis - vještine, strategije i treninzi (Table Tennis - Skills, Strategies and Training). Zagreb: Gopal.3. Hudetz, R. (1984): Stolni tenis - tehnika (Table tennis - technique). Zagreb: Sportska tribina.4. Hudetz, R. (2000): Stolni tenis, tehnika s Vladimirom Samsonovom (Table Tennis, Technique with Vladimir Samsonov). Zagreb: Huno sport.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of program content learning Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN TABLE TENNIS 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN TABLE TENNIS 2	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Marko Juričević, Lecturer	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN TABLE TENNIS 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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Major - MISCELLANEOUS SPORTS - a new specialization TRIATHLON (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF TRIATHLON	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to familiarize students with the basics of triathlon and all its related disciplines. The objective is contained within the themes of history, emergence and development, current rules and their interpretation, and how organized systems (associations) and competitions operate at national and international levels.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will become acquainted with the circumstances and place of origin of triathlon and with the factors that have led to its spread in the world and Croatia. This information may help to further the spread and popularization of the sport and its related official disciplines. After completing this course, students will have an insight into the new rules and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that		



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	operate in triathlon that are important for its functioning from the lowest to the highest level: local triathlon club, city or county federation, national federation, Croatian Olympic Committee, European Triathlon Union (ETU) and International Triathlon Union (ITU)	
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the formation of triathlon 2. A way of spreading and popularizing 3. The development of triathlon and its related official disciplines to date 4. Those items that led to the setting of sports rules as well as those that encouraged their development and / or upgrade 5. The internal structure of the organizations in charge of triathlon sports in Croatia and the world 	
2.5. Course content broken down in detail by the course schedule	<p>Lectures</p> <ol style="list-style-type: none"> 1. The appearance of organized triathlon (2L) 2. Development and prevalence of triathlon in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian triathletes in international triathlon competitions (2L) 6. Organization of triathlon in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. National Triathlon Federation: statutes, regulations and sectors of individual boards, councils and commissions (2L) 9. Judicial organization (2L) 10. Coaches association (2L) 11. Triathlon Club - organization and management (2L) 12. Official international rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of sports models (1L) 	
2.6. Types of teaching:	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>
		2.7. Comments:



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	<input type="checkbox"/> fieldwork					
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	3	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25%					
	Written exam 75%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X			2		
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3			2		
	http://www.triathlon.org/history http://www.triathlon.org/about/downloads/all			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5					



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2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF TRIATHLON	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of triathlon aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of triathlon, which together form the structures of motion and the situational structures in triathlon.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of triathlon, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive and recreational triathlon.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical motion structures in triathlon - typical structures of situations in triathlon - kinematic characteristics of triathlon structures - kinetic characteristics of structures in triathlon - functional abilities in triathlon - anatomical characteristics of motor performance in triathlon - characteristics of triathlon according to structural complexity - characteristics of triathlon according to the dominance of energy processes - triathlon characteristics according to the manner in which the sports score is registered - notational analysis 				
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Triathlon analysis by structural complexity (4L +4PC) 2. Triathlon analysis according to biomechanical parameters (4L * 4PC) 3. Triathlon analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in triathlon (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in triathlon (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of triathlon tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical triathlon elements of different ages and competition levels (2L +2PC) 10. Comparative analysis of the performance of tactical elements of triathletes of different ages and levels of competition (2L +2PC) 				
<p>2.6. Types of teaching:</p>	<p>x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>3</p>	<p>Written exam</p>	<p>6</p>	<p>Project</p>



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X				2	
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3				2	
	Joe Friel. <u>Gordon Byrn</u> (2003).Going Long: Training for Ironman-Distance Triathlons, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN: 1931382247				2	
	Mark Klion (2012) Triathlon Anatomy, Human Kinetics, ISBN: 1450421385				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011).TRIATLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5					
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN TRIATLON	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological analysis in triathlon aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and skills in triathlon (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>By completing the course Anthropological analysis in triathlon, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and skills in all aspects of triathlon (education and high-level sport) as well as for recreational purposes.</p>	
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of triathletes of different sex, age and quality - the impact of different anthropological features (specification equation) on successful performance in triathlon - the psychological characteristics of triathletes and the influence of the psychological and sociological component on the achievement of results in triathlon - the connection between anthropological characteristics and abilities - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge - the modal values of high-level triathlon athletes - the impact of triathlon on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 	
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and knowledge of triathletes (3L + 2S) 2. Specific anthropological characteristics of triathletes of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on triathlon performance (specification equation) (2L + 1S) 4. Model training features in triathlon (2L + 2S) 5. Relationship of anthropometric characteristics of triathletes with triathlon performance (3L + 1S) 6. Relationship of triathlon functional characteristics with triathlon performance (3L + 1S) 7. The relationship between motor skills of triathletes and triathlon performance (3L + 1S) 8. Relationship between cognitive ability and conative features of triathletes with triathlon performance (3L + 1S) 9. Sociological Components in Triathlon (2L + 1S) 10. Introducing specific tests for assessing fitness level (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in triathlon (2L + 1S) 12. The influence of triathlon on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 	
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring</p>
		<p>2.7. Comments:</p>



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	<input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	2	Written exam	3	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X				2	
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5					
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I. (TRIATHLON)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive triathlon performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in triathlon - the importance of qualitative motor skills (coordination, balance, precision) in triathlon - the influence of basic and specific functional abilities in triathlon - methods of development of basic motor skills - methodology for the development of specific motor skills - methods of development of basic functional abilities - methodology for the development of specific functional abilities
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and practical classes (each teaching topic is covered by 1L +1PC except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in triathletes 2. Basic methodical principles in physical conditioning in triathletes 3. Organizational and methodical forms of physical conditioning of triathletes 4. Locations, equipment and aids for physical conditioning in triathlon 5. Organizational forms of fitness training in triathlon 6. Classification of exercising methods for the development of physical fitness in triathlon 7. Methods of strength development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of strength development in general and basic physical conditioning 11. Methods of speed development in general and basic physical conditioning 12. Methods of endurance development in general and basic physical conditioning 13. Methods of strength development in general and basic physical conditioning 14. Methods of speed development in general and basic physical conditioning 15. Methods of aerobic fitness development in general and basic physical conditioning 16. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic conditional preparation 17. Methods of strength development in specific and situational conditional preparation 18. Methods of speed development in specific and situational fitness preparation 19. Methods of stamina development in specific and situational conditional preparation 20. Methods of flexibility development in specific and situational conditional preparation 21. Methods of coordination development in specific and situational conditional preparation 22. Methods of agility development in specific and situational conditional preparation 23. Methods of precision development in specific and situational conditional preparation



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	24. Methods of balance development in specific and situational conditional preparation 25. Methods for developing aerobic abilities in specific and situational physical conditioning 26. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational conditional preparation 27. Methodology for development and maintenance of morphological characteristics in triathlon 28. Control of physical conditioning of athletes				
2.6. Types of teaching:	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	2	Written exam	5	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3			2	



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	<p>2. Matt Fitzgerald (2003). Complete Triathlon Book: The Training, Diet, Health, Equipment, and Safety Tips You Need To Do Your Best, Grand Central Life & Style, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-0446679282</p>	2	
	<p>3. Matt Fitzgerald (2006). Essential Week-by-Week Training Guide: Plans, Scheduling Tips, and Workout Goals for Triathletes of All Levels, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-1931382922</p>	2	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATHLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5</p>		
<p>2.13. Quality assurance methods that provide the acquisition of competences</p>	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (TRIATHLON)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in triathlon. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.		



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	The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.				
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	After completing the course material, students will be able to: <ul style="list-style-type: none"> - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors 				
2.5. Course content broken down in detail by the course schedule	Lectures and practical classes (each teaching topic is covered in 2L +2PC except for topic 12 which is broken down by types of sports branches and is covered in 22L +22PC) <ol style="list-style-type: none"> 1. Technique, technical preparedness and technical preparation in triathlon 2. Tactics, tactical preparedness and tactical preparation in triathlon 3. Theoretical basics of learning and teaching in triathlon 4. Basic pedagogical and didactic principles in technical and tactical training of triathletes 5. Basic methodical principles in technical and tactical training 6. Organizational and methodical forms of technical-tactical training 7. Locations, equipment and aids in technical and tactical training of triathlon 8. Organizational forms in the technical and tactical preparation of athletes in triathlon 9. Classification of teaching methods for the acquisition of motor skills in triathlon 10. Specific methodical procedures for teaching the technique in triathlon 11. Phases of learning and teaching the technical elements in triathlon 12. Elementary teaching of technical elements in triathlon 				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)



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			Oral exam	4.5	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X			2		
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3			2		
	Matt Fitzgerald (2003). Complete Triathlon Book: The Training, Diet, Health, Equipment, and Safety Tips You Need To Do Your Best, Grand Central Life & Style, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-0446679282			2		
	Matt Fitzgerald (2006). Essential Week-by-Week Training Guide: Plans, Scheduling Tips, and Workout Goals for Triathletes of All Levels, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-1931382922			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5					
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (TRIATHLON)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in triathlon. Based on the knowledge of the structural and biomechanical characteristics of the		



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	<p>technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and triathlon - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 12 which is broken down by types of sports branches and is covered in 22L +22PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in triathlon 2. Situational improvement of technical elements in triathlon 3. Competitive training of technical elements in triathlon 4. Learning and teaching principles in triathlon – individualization 5. Learning and teaching principles in triathlon – intensification 6. The process of teaching in triathlon: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in triathlon: demonstration of the execution of a technical and technical-tactical task 8. The process of teaching in triathlon: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in triathlon: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching in triathlon: correcting motor errors 11. The process of teaching in triathlon: final control of the correctness of the performance of a motor task 12. The specificities of methodological methods of learning and teaching procedures in triathlon are dominated by the process of methodologies of learning and teaching the tactical elements of particular disciplines. Triathlon is very rich in tactical elements, so the total schedule will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 25%



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	will be devoted to the learning and teaching of technical elements, and 75% to the learning and teaching of individual, group and collective tactics in the defense and attack phases. (22L +22PC)				
2.6. Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam	4.5	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X			2	
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3			2	



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	<p>Matt Fitzgerald (2003). Complete Triathlon Book: The Training, Diet, Health, Equipment, and Safety Tips You Need To Do Your Best, Grand Central Life & Style, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-0446679282</p>	<p>2</p>	
	<p>Matt Fitzgerald (2006). Essential Week-by-Week Training Guide: Plans, Scheduling Tips, and Workout Goals for Triathletes of All Levels, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-1931382922</p>	<p>2</p>	
<p>2.12. Supplementary literature (at the time of application of the study programme proposal)</p>	<p>Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5</p>		
<p>2.13. Quality assurance methods that provide the acquisition of competences</p>	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN TRIATHLON	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming triathlon training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in triathlon. This professional level of training for coaches will provide the graduate students with the necessary knowledge to		



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	<p>successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in triathlon that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of triathletes. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of triathletes involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for triathletes and triathlon teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in triathlon. (2L) 2. Sport training in triathlon as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of triathletes of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic IT systems for registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various training cycles in triathlon (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in triathlon. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in triathlon. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in triathlon. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S)



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	<p>16. Plan and programme in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in triathlon (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual triathlon training cycle. (2L) 21. Standards and norms of the total annual course load in triathlon. (2L) 22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in triathlon. (2L) 24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in triathlon. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in triathlon. (2L + 2S) 26. Individual training, match, preparations away from home, sporting and leisure activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programmes in triathlon. (2L + 2S) 28. Environmental factors in the function of successful training planning and programming in triathlon. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in triathlon. (2L) 30. Professional practice with younger age groups in triathlon. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programs in triathlon. (4S) 32. Keeping a triathlon workbook (4S)</p>				
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>2</p>	<p>Project</p>



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2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Experimental work		Research			
	Essay		Report		(other)	
	Preliminary exams		Term paper	2	(other)	
			Oral exam	4	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X			2		
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3			2		
	Matt Fitzgerald (2003). Complete Triathlon Book: The Training, Diet, Health, Equipment, and Safety Tips You Need To Do Your Best, Grand Central Life & Style, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-0446679282			2		
	Matt Fitzgerald (2006). Essential Week-by-Week Training Guide: Plans, Scheduling Tips, and Workout Goals for Triathletes of All Levels, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-1931382922			2		
2.12. Supplementary literature (at the time of application of the study programme proposal)	Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5					
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process					



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FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN TRIATHLON	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Ivana Svetić, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Professional undergraduate study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control in triathlon. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in triathlon that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in the sports field. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in triathlon. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in triathlon (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in triathlon (4L). 3. Measurement and evaluation of anthropometric characteristics of triathletes (2L). 4. Measuring and evaluating the functional abilities of triathletes. (2L). 5. Measurement and evaluation of biochemical variables of triathletes (2P). 6. Measurement and evaluation of basic and specific motor skills of triathletes (4L) 7. Measurement and evaluation of the personality traits and cognitive abilities of triathletes (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of triathletes in modelling the training process in triathlon (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determining model characteristics of triathletes of different ages in triathlon (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in triathlon: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 		
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork			
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	Project
	Experimental work		Research	
	Essay		Report	(other)
	Preliminary exams		Term paper	1.5 (other)
			Oral exam	3.0 (other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Joe Friel (2009). The Triathlete's Training Bible, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 1-884737-48-X		2	
	Matt Dixon (2014). The Well-Built Triathlete: Turning Potential Into Performance, VeloPress, 1830 N 55th Street, Boulder, Colorado 80301-2700 USA, ISBN 978-1-937715-11-3		2	
	Matt Fitzgerald (2003). Complete Triathlon Book: The Training, Diet, Health, Equipment, and Safety Tips You Need To Do Your Best, Grand Central Life & Style, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-0446679282		2	
Matt Fitzgerald (2006). Essential Week-by-Week Training Guide: Plans, Scheduling Tips, and Workout Goals for Triathletes of All Levels, Warner Books, Inc., 1271 Avenue of the Americas, New York, USA, ISBN-13: 978-1931382922		2		



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Branimir Lodeta, Pavao Vlahek, Dragan Milenković, Maja Lodeta, Nikola Golub (2011). TRIATHLON - od supersprinta do Ironmana (TRIATHLON - From Supersprint to Ironman), VEKRO doo, Zagreb, ISBN: 978-953-95603-1-5
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN TRIATHLON 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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Sveučilište u Zagrebu

2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION				
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.		1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN TRIATHLON 2		1.7. Credit point (ECTS)	5
1.3. Associates			1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study		1.9. Expected number of students in the course	5
1.5. Course status	Mandatory		1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.			
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.			
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.			
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories			
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	
	2.7. Comments:			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Asst. prof. Mario Kasović, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN TRIATHLON 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness		
2.5. Course content broken down in detail by the course schedule	- Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC)		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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Major - MISCELLANEOUS SPORTS - a new specialization WATER POLO (NEW)



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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF WATER POLO	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L <i>Teaching hours: 12L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of water polo which are contained within the topics of history, origin and development, current rules and their interpretation within water polo, and the way of functioning of organized systems (associations) that promote and manage water polo activities at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Students will become acquainted with the circumstances and place of origin of water polo and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize water polo. After completing this course, students will have an insight into the new rules of water polo and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in water polo and that are important for its functioning from the lowest to the highest level: coaches association, water polo sports club, city or county federation, Croatian Olympic Committee, Continental Federation and World Water Polo Association</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the formation of water polo 2. A way of spreading and popularizing water polo 3. The development of water polo so far 4. Those items that led to the setting of water polo rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of water polo in Croatia and the world
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The appearance of organized water polo (2L) 2. Development and prevalence of water polo in Croatia and the world (2L) 3. World and European Championships for different age groups (2L) 4. Official International Competitions (2L) 5. Participation of Croatian water polo players in international water polo competitions (2L) 6. Organization of water polo in Croatia and the world (2L) 7. Croatian Olympic Committee (2L) 8. National Water Polo Federation: statutes, regulations and sectors of individual boards, councils and commissions (2L) 9. Judicial organization (2L) 10. Coaches association (2L) 11. Water Polo Club - organization and management (2L) 12. Official international rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of sports models (1L)



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2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7. Comments:	
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	2.5	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper		(other)	
			Oral exam		(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 25% Written exam 75%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Petanjek, D., & Šimenc, Z. (1988). The development of water polo through changes in the rules of the game. [Development of the water polo game through the changes of the rules. In Croatian]. Croatian Water Polo Federation, Library - Professional Contributions, 8, 1-18.				2	
	Nitzkowski, M. (2009). History of the rules in relation to the physicality of the game. Retrieved February 16, 2010 from: http://www.nswwaterpolo.com.au/coaching.php?coachID=336					
	Croatian Water Polo Federation (2005). FINA rules of water polo game. Zagreb.				2	



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2.12. Supplementary literature (at the time of application of the study programme proposal)	Donev, Y. & Aleksandrovic, M. (2008). History of rule changes in water polo. Sport Science, 1 (2), 16-22.
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey

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Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF WATER POLO	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC) <i>Teaching hours: 40L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Water Polo aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of water polo, which together form the structures of motion and the situational structures in water polo.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>By completing the course Kinesiological Analysis of water polo, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive and recreational water polo.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge:</p> <ul style="list-style-type: none"> - typical movement structures in water polo - typical structures of situations in water polo - kinematic characteristics of water polo structures - kinetic characteristics of structures in water polo - functional abilities in water polo - anatomical characteristics of motor performance in water polo - water polo characteristics according to structural complexity - characteristics of water polo according to dominance of energy processes - water polo characteristics according to the manner in which the sports score is registered - notational analysis 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Water polo analysis by structural complexity (4L +4PC) 2. Water polo analysis according to biomechanical parameters (4L * 4PC) 3. Water polo analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in water polo (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in water polo (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of water polo tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical water polo elements of different ages and competition levels (2L +2PC) 10. Comparative analysis of the performance of tactical elements of water polo players of different ages and levels of competition (2L +2PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring theoretical and practical teaching</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	1	Written exam	1	Project	
	Experimental work		Research		Practical work	
	Essay		Report		Participation in extracurricular projects	
	Preliminary exams		Term paper		Practical exam	4
			Oral exam	3	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.				5	
2.12. Supplementary literature (at the time of application of the study programme proposal)						
2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey					



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN WATER POLO	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S) <i>Teaching hours: 18L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological Analysis in Water Polo aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and water polo skills (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>By completing the course Anthropological analysis in water polo, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and skills in all aspects of water polo (education and high-level sport) as well as for recreational purposes.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of water polo players of different sex, age and quality - the impact of different anthropological features (specification equation) on successful performance in water polo. - the psychological characteristics of water polo players and the influence of the psychological and sociological component on the achievement of results in water polo. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of high-level athletes in water polo. - the impact of water polo on the development and maintenance of different anthropological characteristics in different age groups of athletes and recreational athletes. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and knowledge of water polo players (3L + 2S) 2. Specific anthropological characteristics of water polo players of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on water polo performance (specification equation) (2L + 1S) 4. Model features of sports training in water polo (2L + 2S) 5. Relationship of anthropometric characteristics of water polo players with water polo performance (3L + 1S) 6. Relationship of the functional characteristics of water polo players with water polo performance (3L + 1S) 7. The relation between athlete's motor skills and performance in water polo (3L + 1S) 8. The relation between athletes' cognitive abilities and conative characteristics with performance in water polo (3L + 1S) 9. Sociological components in water polo (2L + 1S) 10. Introducing specific tests for assessing fitness level (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in water polo (2L + 1S) 12. The influence of water polo on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p><input type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	2	Project	
	Experimental work		Research		Practical work	
	Essay		Report		(other)	
	Preliminary exams		Term paper	1	(other)	
			Oral exam	2	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Šimenc, Zlatko; Vuleta, Dinko; Dizdar, Drazan; Kurjakovic, Kresimir. <u>Strukturalna analiza pozicija igrača u vaterpolu na temelju procjene nekih antropoloških karakteristika (Structural analysis of player positions in water polo based on an assessment of some anthropological characteristics)</u> // Kinesiology for the 21st Century / Milanović, Dragan, editor (s). Zagreb: Faculty of Physical Culture, University of Zagreb, 1999. 229-232 (lecture, international peer-review, published, scientific).			2		
				2		



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	Pavicic, L., Lozovina, M., & Lozovina V. (2011). The differences in body physique between two generations of elite water polo players (1995 - 2008). Sport Science, 4 (2), 85-89.		
	Lozovina V., L. Pavicic, M. Zivicnjak, M. Hraste: The comparative analysis of the latent structures of the morphology of four young competition age groups in water polo. Australian Conference on Science and Medicine in Sport. Adelaide, 1998.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials</p> <p>Monitoring and evaluation of independent work</p> <p>Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I. (WATER POLO)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC) <i>Teaching hours: 30L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive water polo performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in water polo.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in water polo - the importance of qualitative motor skills (coordination, balance, precision) in water polo - the influence of basic and specific functional abilities in water polo - methods of development of basic motor skills - methodology for the development of specific motor skills - methods of development of basic functional abilities - methodology for the development of specific functional abilities
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1P +1V except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning in water polo players 2. Basic methodical principles in physical conditioning in water polo players 3. Organizational and methodical forms of physical conditioning of water polo players 4. Locations, equipment and aids for physical conditioning in water polo 5. Organizational forms of fitness training in water polo 6. Classification of exercising methods for the development of physical fitness in water polo 7. Methods of strength development in general and basic physical conditioning 8. Methods of speed development in general and basic physical conditioning 9. Methods of endurance development in general and basic physical conditioning 10. Methods of strength development in general and basic physical conditioning 11. Methods of speed development in general and basic physical conditioning 12. Methods of endurance development in general and basic physical conditioning 13. Methods of strength development in general and basic physical conditioning 14. Methods of speed development in general and basic physical conditioning 15. Methods of aerobic fitness development in general and basic physical conditioning 16. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic conditional preparation 17. Methods of strength development in specific and situational conditional preparation 18. Methods of speed development in specific and situational fitness preparation 19. Methods of stamina development in specific and situational conditional preparation 20. Methods of flexibility development in specific and situational conditional preparation 21. Methods of coordination development in specific and situational conditional preparation 22. Methods of agility development in specific and situational conditional preparation 23. Methods of precision development in specific and situational conditional preparation



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	24. Methods of balance development in specific and situational conditional preparation 25. Methods for developing aerobic abilities in specific and situational physical conditioning 26. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational conditional preparation 27. Methodology for development and maintenance of morphological characteristics in water polo 28. Control of physical conditioning of athletes				
2.6. Types of teaching:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	1	(other)
			Oral exam	3	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Šimenc, Zlatko; Vuleta, Dinko; Dizdar, Dražan; Kurjakovic, Kresimir. <u>Strukturalna analiza pozicija igrača u vaterpolu na temelju procjene nekih antropoloških karakteristika (Structural analysis of player positions in water polo based on an assessment of some anthropological characteristics)</u> // Kinesiology for the 21st			2	



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	Century / Milanović, Dragan, editor (s). Zagreb: Faculty of Physical Culture, University of Zagreb, 1999. 229-232 (lecture, international peer-review, published, scientific).		
	Hraste M.: Utjecaj programiranog treninga na promjene u motoričkim sposobnostima mladih vaterpolista (The impact of programmed training on changes in motor skills of young water polo players). Proceedings of the 10th Summer School of Physical Education Teachers of the Republic of Croatia, Poreč, 2001, pp. 117-119.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (WATER POLO)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		



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2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in water polo. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>		
2.4th Expected learning outcomes at the course level (4-10 learning outcomes)	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors 		
2.5th Course content broken down in detail by the course schedule	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 12 which is broken down by types of sports branches and is covered in 22L +22PC)</p> <ol style="list-style-type: none"> 1. Technique, technical preparedness and technical preparation in water polo 2. Tactics, tactical preparedness and tactical preparation in water polo 3. Theoretical basics of learning and teaching in water polo 4. Basic pedagogical and didactic principles in technical and tactical training in water polo 5. Basic methodical principles in technical and tactical training of water polo players 6. Organizational and methodical forms of technical-tactical training of water polo players 7. Locations, equipment and aids in technical and tactical training in water polo 8. Organizational forms in the technical and tactical preparation of athletes in water polo 9. Classification of teaching methods for the acquisition of motor skills in water polo 10. Specific methodical procedures for teaching the technique in water polo 11. Phases of learning and teaching the technical elements in water polo 12. Elementary teaching of technical elements in water polo 		
2.6th Types of teaching:	<p>x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses</p>	<p>x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring</p>	<p>2.7th Comments:</p>



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	<input type="checkbox"/> fieldwork	<input type="checkbox"/> (other)				
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project	
	Experimental work		Research		Practical work	4
	Essay		Report		(other)	
	Preliminary exams		Term paper	3	(other)	
			Oral exam	6	(other)	
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	Vuleta, Dinko; Šimenc, Zlatko; Gruic, Igor; Grujoski, Sandro. <u>Vrednovanje tehničko - taktičkih elemenata vanjskih pučača u vaterpolou // „Vrednovanje u području edukacije, sporta i sportske rekreacije“ (Evaluation of the technical - tactical elements of outside shooters in water polo // "Evaluation in the field of education, sports and sports recreation")</u> / Findak, Vladimir, editor (s). Zagreb: Hrvatski kineziološki savez, 2004. 200-205 (domestic peer-review, published, expert).			2		
	Hraste M.: Utjecaj programiranog treninga na promjene u motoričkim sposobnostima mladih vaterpolista (The impact of programmed training on changes in motor skills of			2		

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	young water polo players). Proceedings of the 10th Summer School of Physical Education Teachers of the Republic of Croatia, Poreč, 2001, pp. 117-119.		
	Granic I., M. Hraste,: Quantitative changes in some power factors under the influence of kinesiological treatment. Proceedings of the 13th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2004, pp. 98-102.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (WATER POLO)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC) <i>Teaching hours: 45L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1st Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical elements in accordance with age categories, quality level of performance and ranking of competition.		
2.2nd Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3rd Learning outcomes at the programme level for which the course contributes	Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in water polo. Based on the knowledge of the structural and biomechanical characteristics of		



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	<p>the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>
<p>2.4th Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of giving information with regard to the participants' capabilities in physical exercise and water polo - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods - determine the final level of successful execution of a technical or technical-tactical element
<p>2.5th Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered in 2L +2PC except for topic 12 which is broken down by types of sports branches and is covered in 22L +22PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in water polo 2. Situational improvement of technical elements in water polo 3. Competitive training of technical elements in water polo 4. Learning and teaching principles in water polo – individualization 5. Learning and teaching principles in water polo – intensification 6. The process of teaching in water polo: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in water polo: demonstration of the execution of a technical and technical-tactical task 8. The process of teaching in water polo: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in water polo: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching in water polo: correcting motor errors 11. The process of teaching in water polo: final control of the correctness of the performance of a motor task 12. The specificities of methodological methods of learning and teaching procedures in water polo are dominated by the process of methodologies of learning and teaching the tactical elements of particular disciplines. Water polo is very rich in tactical elements, so the total schedule will be predominantly focused on acquiring and refining the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 25% will be devoted to the learning and teaching of technical elements, and 75% to the



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	learning and teaching of individual, group and collective tactics in the defense and attack phases. (22L +22PC)				
2.6th Types of teaching:	x lectures x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		x independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		2.7th Comments:
2.8th Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9th Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	3	Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper	3	(other)
			Oral exam	6	(other)
2.10th Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Hraste M.:Utjecaj programiranog treninga na promjene u motoričkim sposobnostima mladih vaterpolista (The impact of programmed training on changes in motor skills of young water polo players). Proceedings of the Faculty of Natural Sciences and Mathematics and Educational Areas, University of Split. 2003.			2	
	Hraste M.:Utjecaj programiranog treninga na promjene u motoričkim sposobnostima mladih vaterpolista (The impact of programmed training on changes in motor skills of			2	

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	young water polo players). Proceedings of the 10th Summer School of Physical Education Teachers of the Republic of Croatia, Poreč, 2001, pp. 117-119.		
	Granic I., M. Hraste,: Quantitative changes in some power factors under the influence of kinesiological treatment. Proceedings of the 13th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2004, pp. 98-102.	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN WATER POLO	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S) <i>Teaching hours: 36L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming water polo training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in water polo. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in the sports branch based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.</p>
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in water polo that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of water polo players. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of water polo players involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for water polo players and water polo teams of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in water polo. (2L) 2. Sport training in water polo as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of water polo players of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process. (2L) 5. Basic IT systems for registration and analysis of competitive activity. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various training cycles in water polo (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in water polo. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in water polo. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L)



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	<p>13. Specificities of planning and programming of training in younger age categories in water polo. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Syllabi and curricula in primary sports school of sport (2L + 2S) 16. Syllabi and curricula in the specialized sports school of sport (2L + 2S) 17. Plan and programme in the final stage of sports specialization in water polo (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S) 19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L) 20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual water polo training cycle. (2L) 21. Standards and norms of the total annual course load in water polo. (2L) 22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S) 23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in water polo. (2L) 24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in water polo. (2L) 25. Development of a training plan and programme in the preparation, competition and transition microcycle in water polo. (2L + 2S) 26. Individual training, match, preparations away from home, sporting and leisure activities. (2L) 27. Internal structure, organization of design and implementation of individual training plans and programmes in water polo. (2L + 2S) 28. Environmental factors in the function of successful training planning and programming in water polo. (2L + 2S) 29. Professional-pedagogical standard and criteria of success of coaching work in water polo. (2L) 30. Professional practice with younger age groups in water polo. (2L) 31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programs in water polo. (4S) 32. Keeping a water polo log (4S)</p>		
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	2.5	Project
	Experimental work		Research		
	Essay		Report		(other)
	Preliminary exams		Term paper	2.0	(other)
			Oral exam	4.0	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	Šimenc, Zlatko; Vuleta, Dinko; Dizdar, Drazan; Kurjakovic, Kresimir. <u>Strukturalna analiza pozicija igrača u vaterpolu na temelju procjene nekih antropoloških karakteristika (Structural analysis of player positions in water polo based on an assessment of some anthropological characteristics)</u> // Kinesiology for the 21st Century / Milanović, Dragan, editor (s). Zagreb: Faculty of Physical Culture, University of Zagreb, 1999. 229-232 (lecture, international peer-review, published, scientific).			2	
	Hraste M.: Utjecaj programiranog treninga na promjene u motoričkim sposobnostima mladih vaterpolista (The impact of programmed training on changes in motor skills of young water polo players). Proceedings of the Faculty of Natural Sciences and Mathematics and Educational Areas, University of Split. 2003.			2	
	Hraste, M. (2010). Construction and evaluation of an expert system for assessing the actual quality of water polo players. [Construction and evaluation of an expert system			2	

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	for assessing actual quality of water polo players. In Croatian]. (Unpublished doctoral dissertation, University of Split). Split: Faculty of Kinesiology, University of Split.		
2.12. Supplementary literature (at the time of application of the study programme proposal)	Milanović, D. et al. 1997). Priručnik za sportske trenere (Handbook for Sports Coaches). Zagreb: Faculty of Kinesiology, University of Zagreb.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN WATER POLO	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Dubravko Šimenc, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S) <i>Teaching hours: 14L *</i>
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control in water polo. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		



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<p>2.3. Learning outcomes at the programme level for which the course contributes</p>	<p>This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.</p>		
<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in water polo that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level in the sports field. - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in water polo. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in water polo (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in water polo (4L). 3. Measurement and evaluation of anthropometric characteristics of water polo players (2P). 4. Measuring and evaluating the functional abilities of water polo players. (2L). 5. Measurement and evaluation of biochemical variables of water polo players (2L). 6. Measurement and evaluation of basic and specific motor skills of water polo players (4L). 7. Measurement and evaluation of the personality traits and cognitive abilities of water polo players (4L). 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of water polo players in modelling the training process in water polo (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determination of model characteristics of water polo players of different ages in water polo (4L). <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in water polo: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 		
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p>	<p><input checked="" type="checkbox"/> independent tasks</p>	<p>2.7. Comments:</p>



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	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments			
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	Project
	Experimental work		Research	
	Essay		Report	(other)
	Preliminary exams		Term paper	1.5 (other)
			Oral exam	3.0 (other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
	Šimenc, Dubravko. <u>Analiza uspješnosti napada vaterpolo reprezentacije na Olimpijskom turniru u Sydneyu 2000. (Water polo attack performance analysis at the Sydney 2000 Olympic Tournament)</u> / graduate thesis. Zagreb: Kineziološki fakultet, 23 May 2001, 28 pages. Mentor: Vuleta, Dinko.		2	
	Šimenc, Zlatko; Vuleta, Dinko; Bokor, Ivan. <u>Dijagnostika stanja treniranosti mladih vaterpolista (Diagnosis of training status of young water polo players)</u> // Alpe-Jadran. 1996, 141-144 (lecture, published, scientific).		2	

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2.12. Supplementary literature (at the time of application of the study programme proposal)	Hraste M.: Utjecaj programiranog treninga na promjene u motoričkim sposobnostima mladih vaterpolista (The impact of programmed training on changes in motor skills of young water polo players). Proceedings of the 10th Summer School of Physical Education Teachers of the Republic of Croatia, Poreč, 2001, pp. 117-119.		
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN WATER POLO 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN WATER POLO 2	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories		
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Leko, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN WATER POLO 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)				
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam		Project
	Experimental work		Research		Practical work
	Essay		Report		(other)
	Preliminary exams		Term paper		(other)
			Oral exam		(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
2.12. Supplementary literature (at the time of application of the study programme proposal)					
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.				



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Study major - MISCELLANEOUS SPORTS - specialization ROWING (NEW)



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	HISTORY, RULES, REGULATIONS AND ORGANIZATION OF ROWING	1.7. Credit points (ECTS)	3
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	30L
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the basic settings of rowing which are contained within the topics of history, origin and development, current rules and their interpretation within the sport, and the way of functioning of organized systems (associations) that promote and manage sports activities at the domestic and international level.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will become acquainted with the circumstances and place of origin of rowing and with the factors that have led to greater or lesser, faster and slower spread in the world and Croatia. This information can help continue to spread and popularize rowing. After completing this course, students will have an insight into the new rules of rowing and will be able to interpret them as well as understand their purpose within the sport. Students will gain insight into the organization of all structures that operate in rowing and that are important for its functioning from the lowest to the highest level: coaches association, rowing sports club, city or county federation, Croatian Olympic Committee, Continental Federation and World Rowing Association		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<p>The student will gain insight into:</p> <ol style="list-style-type: none"> 1. Circumstances that led to the creation of rowing 2. A way of spreading and popularizing rowing activity 3. The development of rowing so far 4. Those items that led to the setting of rowing activity rules as well as those that encouraged their revision and / or upgrade 5. The internal structure of the organizations in charge of rowing in Croatia and the world 		



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<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. The emergence of organized sport (2L) 2. Development and prevalence of water polo in Croatia and the world (2L) 3. World and European Rowing Championships for different age categories, different rowing disciplines (2L) 4. Official International Competitions (2L) 5. Participation of Croatian rowers in international competitions (2L) 6. Rowing Organization in Croatia and the World (2L) 7. Croatian Olympic Committee (2L) 8. Croatian Rowing Federation: statutes, regulations and sectors of activities of individual boards, councils and commissions (2L) 9. Judicial organization (2L) 10. Coaches association (2L) 11. Sports club - organization and management (2L) 12. Official international rules (2L) 13. The development of rules (2L) 14. Refereeing (2L) 15. Staff (1L) 16. The impact of rules on the evolution of rowing (1L) 				
<p>2.6. Types of teaching:</p>	<p>X lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p><input type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):</p>	<p>Attendance</p>		<p>Written exam</p>	<p>3</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>
	<p>Essay</p>		<p>Report</p>		
	<p>Preliminary exams</p>		<p>Term paper</p>		
			<p>Oral exam</p>		
<p>2.10. Assessment and evaluation of students' work during classes and at the final exam</p>	<p>Attendance 25% Written exam 75%</p>				



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	Title	Number of copies in the library	Availability through other media
2.11. Required literature (available in the library and through other media)	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag	2	
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.	2	
	3. Dreissigacker oar assembly and use manual (2002).	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. <i>Journal of Sports Medicine and Physical Fitness</i>, 24 (3): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb 3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology. 4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). <i>Croatian Sports and Medical Journal</i>, 20 (1-2), 8-13. 5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185). 6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? <i>Collegium Antropologicum</i>. 31 (3), 811-816. 7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association 8. Oreb, G. , Zović,M. and Marelić,N. (2008). Evaluation of the results assessing motor abilities of boys and girls aged 11-14 during selection in rowing. <i>Acta Kinesiologica</i>, 2 (1): 47-51). 		



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2.13. Quality assurance methods that provide the acquisition of competences	Partial examination of the acquisition of the course material Research work for the duration of the study programme Anonymous student survey
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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	KINESIOLOGICAL ANALYSIS OF ROWING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +5S +40PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion on line (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Kinesiological Analysis of Rowing aims at forming a highly educated professional staff with special knowledge related to the structural and biomechanical characteristics of all phases and sub-phases of rowing activity, which together form the structures of motion or and the situational structures in rowing.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Kinesiological Analysis of Rowing, students will acquire special knowledge and abilities important for defining movement structures and structures of situations in competitive and recreational rowing.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students gain knowledge: <ul style="list-style-type: none"> - typical movement structures in rowing - typical structures of situations in rowing - kinematic characteristics of rowing structures 		



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	<ul style="list-style-type: none"> - kinetic characteristics of structures in rowing - functional rowing skills - anatomical characteristics of motor performance in rowing - rowing characteristics according to structural complexity - characteristics of rowing according to dominance of energy processes - rowing characteristics according to the manner in which the sports score is registered - notational analysis 					
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures, seminars and practical classes</p> <ol style="list-style-type: none"> 1. Rowing analysis by structural complexity (4L +4PC) 2. Rowing analysis according to biomechanical parameters (4L * 4PC) 3. Rowing analysis by dominance of energy processes (4L +4PC) 4. Registration and analysis of biomechanical performance indicators in rowing (5L +5S) 5. Analysis of structures, substructures and structural units of the technique in rowing (6L + 6PC) 6. Phase structure of technical elements performance (6L + 6PC) 7. Analysis of structures, substructures and structural elements of rowing tactics (6L + 6PC) 8. Phase structure of tactical elements performance (6L + 6PC) 9. Comparative analysis of the performance of technical rowing elements of different ages and competition levels (2L +2PC) 10. Comparative analysis of the performance of tactical elements of rowing players of different ages and levels of competition (2L +2PC) 					
<p>2.6. Types of teaching:</p>	<p>x lectures</p> <p><input type="checkbox"/> seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p>theoretical and practical teaching</p>	<p>2.7. Comments:</p>			
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>					
<p>2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):</p>	<p>Attendance</p>	<p>1</p>	<p>Written exam</p>	<p>1</p>	<p>Project</p>	
	<p>Experimental work</p>		<p>Research</p>		<p>Practical work</p>	
	<p>Essay</p>		<p>Report</p>		<p>Participation in extracurricular projects</p>	
	<p>Preliminary exams</p>		<p>Term paper</p>		<p>Practical exam</p>	<p>4</p>



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			Oral exam	3		
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 11% Written exam - 11% Practical work - 44% Oral exam - 34%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag			2		
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.			2		
	3. Dreissigacker oar assembly and use manual (2002).			2		
2. 12. Supplementary literature (at the time of application of the 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): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb 3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology. 4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). Croatian Sports and Medical Journal, 20 (1-2), 8-13. 5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185). 6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? Collegium Antropologicum. 31 (3), 811-816. 					



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	<p>7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association</p> <p>8. Oreb, G. , Zović,M. and Marelić,N. (2008). Evaluation of the results assesing motor abilities of boys and girls aged 11-14 during selection in rowing. Acta Kinesiologica, 2 (1): 47-51).</p>
2. 13. Quality assurance methods that provide the acquisition of output competences	<p>Partial examination of the acquisition of the course material</p> <p>Research work for the duration of the study programme</p> <p>Anonymous student survey</p>



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	ANTHROPOLOGICAL ANALYSIS IN ROWING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L +15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The course in Anthropological analysis in rowing aims at forming a highly educated professional staff with specific knowledge related to anthropological characteristics, ie the importance of anthropological characteristics and skills in rowing (competitive, recreational and educational)		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	By completing the course Anthropological analysis in rowing, students will acquire special knowledge and abilities important for defining the importance of anthropological characteristics and skills in all aspects of rowing (education and high-level sport) as well as rowing for recreational purposes.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - anthropological characteristics of rowers of different sex, age and quality - the impact of different anthropological features (specification equation) on successful performance in rowing. - the psychological characteristics of rowers and the influence of the psychological and sociological component on the achievement of results in rowing. - the connection between anthropological characteristics and abilities. - the connection between anthropological characteristics and specific motor knowledge - structure and relation of characteristics, abilities, traits and knowledge. - the modal values of high-level rowers. - the impact of sport on the development and maintenance of different anthropological features in different age groups of rowers' competitors and recreational rowers. 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Specific abilities and skills of rowers (3L + 2S) 2. Specific anthropological characteristics of rowers of different sex, age and quality (3L + 1S) 3. Impact of different anthropological features on rowing performance (specification equation) (2L + 1S) 4. Model features of sports training in rowing (2L + 2S) 5. The relation between anthropometric characteristics of rowers and performance in rowing (3L + 1S) 6. Relationship of athletes' functional characteristics with rowing performance (3L + 1S) 7. The relation between rowers' motor skills and performance in rowing (3L + 1S) 8. The relation between athletes' cognitive abilities and conative characteristics with performance in rowing (3L + 1S) 9. Sociological components in rowing (2L + 1S) 10. Introducing specific tests for assessing fitness level (2L + 1S) 11. Collaboration of a professional team (coach - kinesiologist, psychologist, sociologist, physician) in the evaluation and assessment of training effects in rowing (2L + 1S) 12. The influence of rowing on the development and maintenance of different anthropological characteristics of younger age categories (2L + 2S) 		
<p>2.6. Types of teaching:</p>	<p>x lectures x seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork</p>	<p><input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance		Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		
	Preliminary exams		Term paper	1	
			Oral exam	2	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class activity - 16% Written exam - 34% Term paper - 16% Oral exam - 34%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag			2	
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.			2	
	3. Dreissigacker oar assembly and use manual (2002).			2	
2.12. Supplementary literature (at the time of application of the 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): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb 3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology. 				

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	<ol style="list-style-type: none">4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). <i>Croatian Sports and Medical Journal</i>, 20 (1-2), 8-13.5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), <i>Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006</i>, (pp. 180-185).6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? <i>Collegium Antropologicum</i>. 31 (3), 811-816.7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) <i>Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007</i> (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association8. Oreb, G. , Žović,M. and Marelić,N. (2008). Evaluation of the results assessing motor abilities of boys and girls aged 11-14 during selection in rowing. <i>Acta Kinesiologica</i>, 2 (1): 47-51).
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process

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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	TEACHING METHODOLOGY I (ROWING)	1.7. Credit points (ECTS)	7
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	60 (30L + 30PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The first objective of the course is to enable students to acquire basic theoretical and practical knowledge on the importance and impact of physical conditioning on competitive rowing performance. The second objective of the course is to acquaint students with the principles of managing the training process in order to develop basic and specific physical abilities.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	After completing the course, students will be able to develop, implement and control a methodically correct fitness training process for all ages and competitive categories in rowing.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>Students gain knowledge in</p> <ul style="list-style-type: none"> - the importance of quantitative motor skills (strength, endurance, speed, flexibility) in rowing - the importance of qualitative motor skills (coordination, balance, precision) in rowing - the influence of basic and specific functional abilities in rowing - methodology of development of basic motor skills of rowers - methodology for the development of specific motor skills of rowers - methodology of development of basic functional abilities of rowers - methodology for the development of specific functional abilities of rowers
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is handled 1P +1V except topics under order no. 2 and 28 processed 2L +2PC)</p> <ol style="list-style-type: none"> 1. Basic pedagogical and didactic principles in physical conditioning of rowers 2. Basic methodical principles in physical conditioning of rowers 3. Organizational and methodical forms of physical conditioning of rowers 4. Locations, equipment and aids for physical conditioning in rowing 5. Organizational forms of fitness training in rowing 6. Classification of exercising methods for the development of physical fitness in rowing 7. Methods of strength development in general and basic physical conditioning of rowers 8. Methods of speed development in general and basic physical conditioning of rowers 9. Methods of endurance development in general and basic physical conditioning of rowers 10. Methods of flexibility development in general and basic physical conditioning of rowers 11. Methods of coordination development in general and basic physical conditioning of rowers 12. Methods of agility development in general and basic physical conditioning of rowers 13. Methods of precision development in general and basic physical conditioning of rowers 14. Methods of balance development in general and basic physical conditioning of rowers 15. Methods of aerobic fitness development in general and basic physical conditioning of rowers 16. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in general and basic physical conditioning of rowers 17. Methods of strength development in specific and situational physical conditioning of rowers 18. Methods of speed development in specific and situational physical conditioning of rowers 19. Methods of stamina development in specific and situational physical conditioning of rowers 20. Methods of flexibility development in specific and situational physical conditioning of rowers 21. Methods of coordination development in specific and situational physical conditioning of rowers 22. Methods of agility development in specific and situational physical conditioning of rowers 23. Methods of precision development in specific and situational physical conditioning of rowers



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	24. Methods of balance development in specific and situational physical conditioning of rowers 25. Methods for developing aerobic abilities in specific and situational physical conditioning of rowers 26. Methods of development of anaerobic (glycolytic and phosphagenic) abilities in specific and situational physical conditioning of rowers 27. Methodology for development and maintenance of morphological characteristics in rowing 28. Control of physical conditioning of rowers				
2.6. Types of teaching:	x lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:		
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	1	Written exam	2	Project
	Experimental work		Research		Practical work
	Essay		Report		
	Preliminary exams		Term paper	1	
			Oral exam	3	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 12.5% Written exam - 25% Seminar work - 12.5% Oral exam - 50%				
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media	
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag		2		
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.		2		



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	3. Dreissigacker oar assembly and use manual (2002).	2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	<ol style="list-style-type: none"> 1. Medved, R., Oreb, G. (1984). Blood Lactic Acid Values in Boardsailors. <i>Journal of Sports Medicine and Physical Fitness</i>, 24 (3): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb 3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology. 4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). <i>Croatian Sports and Medical Journal</i>, 20 (1-2), 8-13. 5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185). 6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? <i>Collegium Antropologicum</i>. 31 (3), 811-816. 7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association 8. Oreb, G. , Zović,M. and Marelić,N. (2008). Evaluation of the results assessing motor abilities of boys and girls aged 11-14 during selection in rowing. <i>Acta Kinesiologica</i>, 2 (1): 47-51). 		
2.13. Quality assurance methods that provide the acquisition of competences	<p>Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process</p>		



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY II (ROWING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical rowing elements in accordance with age categories, quality level of performance and ranking of competition in rowing.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in rowing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational rowing - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods in rowing - analyse and evaluate the level of motor performance - determine the existence of motor errors in rowing - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Technique and technical preparedness in rowing 2. Tactics and Tactical Preparedness in Rowing 3. Theoretical basics of learning and teaching in rowing 4. Basic pedagogical and didactic principles in technical and tactical training of rowers 5. Basic methodical principles in technical and tactical training of rowers 6. Organizational and methodical forms of technical-tactical training of rowers 7. Locations, equipment and aids in technical and tactical training in rowing 8. Organizational forms in the technical and tactical preparation of athletes in rowing 9. Classification of teaching methods for the acquisition of motor skills in rowing 10. Specific methodical procedures for teaching the technique in rowing 11. Phases of learning and teaching the technical elements in rowing 12. Elementary teaching of technical elements in rowing 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p> <p>x seminars and workshops</p> <p>x practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p>	<p>× independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>



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	<input type="checkbox"/> fieldwork				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments				
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam	1.5	Project
	Experimental work		Research		Practical work
	Essay		Report		
	Preliminary exams		Term paper	1.5	
			Oral exam	3	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%				
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag			2	
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.			2	
	3. Dreissigacker oar assembly and use manual (2002).			2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Medved, R., Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb				



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	<ol style="list-style-type: none">3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology.4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). Croatian Sports and Medical Journal, 20 (1-2), 8-13.5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185).6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? Collegium Antropologicum. 31 (3), 811-816.7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association8. Oreb, G. , Zović,M. and Marelić,N. (2008). Evaluation of the results assessing motor abilities of boys and girls aged 11-14 during selection in rowing. Acta Kinesiologica, 2 (1): 47-51).
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	2nd
1.2. Course title	TEACHING METHODOLOGY III. (ROWING)	1.7. Credit points (ECTS)	8.5
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (45L +45PC)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to acquaint students with the methods of learning, teaching and practicing various technical and technical-tactical rowing elements in accordance with age categories, quality level of performance and ranking of competition in rowing.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	<p>Students will acquire the necessary theoretical and practical knowledge to independently design methodical teaching and learning procedures in rowing. Based on the knowledge of the structural and biomechanical characteristics of the technical and technical-tactical elements, the student will be able to choose contents, workloads and methods suitable for acquiring motor skills for the performance of technical and technical-tactical elements.</p> <p>The basic learning outcome is students' ability to transfer knowledge to others by teaching them new motor tasks.</p>		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<p>After completing the course material, students will be able to:</p> <ul style="list-style-type: none"> - to apply theoretical and practical knowledge of methods of teaching and practicing technical and tactical elements - differentially apply different methods of providing information with regard to the participants' capabilities in competitive and recreational rowing - differentially apply different methods of mastering motor tasks using analytical, synthetic, situational, ideomotor or combined teaching methods in rowing - analyse and evaluate the level of motor performance - determine the existence of motor errors - choose methodical procedures for correcting motor errors - determine the final level of successful execution of a technical or technical-tactical element 		
<p>2.5. Course content broken down in detail by the course schedule</p>	<p><u>Lectures and practical classes</u> (each teaching topic is covered by 2L +2PC)</p> <ol style="list-style-type: none"> 1. Advanced teaching of technical elements in rowing 2. Situational improvement of technical elements in rowing 3. Competitive training of technical elements in rowing 4. Learning and teaching principles in rowing – individualization 5. Learning and teaching principles in rowing – intensification 6. The process of teaching in rowing: a description and explanation of the structural, biomechanical and anatomical features of a motor task 7. The process of teaching in rowing: a demonstration of a motor task 8. The process of teaching in rowing: evaluating motor performance - detecting motor errors (causes and consequences) 9. The process of teaching in rowing: motor errors in the execution of a motor task - a structural and biomechanical approach 10. The process of teaching in rowing: correcting motor errors 11. The process of teaching in rowing: final control of the correctness of the performance of a motor task 12. a) Specificity of methodological methods of learning and teaching in rowing: dominance of methodology of learning and teaching of technical elements in different rowing disciplines. The total number of scheduled lessons will be predominantly focused on acquiring and improving the execution of the elements of the technique. Of the total number of scheduled lesson times, approximately 75% will be devoted to learning and teaching technical elements, and 25% to learning and teaching tactics (44L +44PC) 		
<p>2.6. Types of teaching:</p>	<p>x lectures</p>	<p>x independent tasks</p>	<p>2.7. Comments:</p>



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	x seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)				
2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (<i>enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course</i>):	Attendance	0.5	Written exam	1.5	Project	
	Experimental work		Research		Practical work	2
	Essay		Report			
	Preliminary exams		Term paper	1.5		
			Oral exam	3		
2.10. Assessment and evaluation of students' work during classes and at the final exam	Class Activity - 5% Written exam - 14% Seminar work - 19% Practical work - 28% Oral exam - 33%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag				2	
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.				2	
	3. Dreissigacker oar assembly and use manual (2002).				2	
2.12. Supplementary literature (at the time of application of the study programme proposal)	1. Medved, R., Oreb. G. (1984). Blood Lactic Acid Values in Boardsailors. Journal of Sports Medicine and Physical Fitness, 24 (3): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the					

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	<p>scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb</p> <ol style="list-style-type: none">3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology.4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). Croatian Sports and Medical Journal, 20 (1-2), 8-13.5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185).6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? Collegium Antropologicum. 31 (3), 811-816.7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association8. Oreb, G. , Zović, M. and Marelić, N. (2008). Evaluation of the results assessing motor abilities of boys and girls aged 11-14 during selection in rowing. Acta Kinesiologica, 2 (1): 47-51).
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING PROGRAMMING IN ROWING	1.7. Credit points (ECTS)	9
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	90 (60L + 30S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	Mastering the elementary knowledge of the professional basics of planning and programming rowing training in accordance with the specifics of periodization, competition calendar and permissible recovery measures. Students will be provided with the necessary information on the development of the training process plan and programme in the long, medium and short term training.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	Undergraduate specialist professional study gives coaches a basic professional qualification to perform professional jobs in rowing. This professional level of training for coaches will provide the graduate students with the necessary knowledge to successfully plan, program and control the training process in rowing based on the knowledge about the current state of training, on the forecasted conditions in the future and the conditions in which the training processes take place.		



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<p>2.4. Expected learning outcomes at the course level (4-10 learning outcomes)</p>	<ul style="list-style-type: none"> - Students will acquire knowledge that will qualify them to plan and program the training process in rowing that has been their subject of interest. - Knowledge of basic kinesiological and anthropological principles for successful planning of the training, as well as methodical principles for successful programming of work with selected groups of rowers. - Understanding the results of diagnostic procedures for determining the anthropological characteristics of athletes involved in the training process - Learning basic procedures for testing the initial state of fitness and controlling the effects of training and competitive achievement. - Students will learn how to create a specific training plan and programme for rowers of different ages, sexes and qualities in the multi-year (perspective planning and programming) and one-year (short-term planning and programming) cycle of sports preparation.
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures and seminars</p> <ol style="list-style-type: none"> 1. Application of general principles and rules in planning and programming of training in rowing. (2L) 2. Sport training in rowing as a transformational process: managing training stages and sports fitness in a multi-year and one-year cycle; (2L) 3. Determining model characteristics of rowers of different ages. (2L) 4. Measurement and evaluation of anthropometric characteristics, functional abilities, biochemical variables, basic and specific motor skills in order to determine the goals of the training process in rowing. (2L) 5. Basic information systems for registration and analysis of the regatta. (2L) 6. Measurement and evaluation of the initial, transitive and final state of fitness. (2L + 2S) 7. Types of sports competitions; performance and performance planning (2L + 2S) 8. Course loads and their layout as a basis for the application of recovery measures in the various training cycles in rowing (2L + 2S) 9. Cyclicity of sports preparation in relation to the specifics of the competition calendar in rowing. (2L) 10. Application of different methods of planning and programming training: (simultaneous, online, statistical methods) (2L) 11. Individualization of the training process in rowing. (2L) 12. Periodization of the multi-year cycle of sports preparation: the beginning of systematic training, mature sports age, the stage of the highest sports achievements. (2L) 13. Specificities of planning and programming of training in younger age categories in rowing. (2L) 14. Specificities of modelling training plan and programme in younger age categories: 8-10-12-14-16-18 years. (2L) 15. Plan and program of work in primary rowing school (2L + 2S) 16. Plan and program of work in a specialized rowing school (2P + 2S) 17. Plan and programme in the final stage of sports specialization in rowing (2L + 2S) 18. Planning and programming of training of representative selections (2L + 2S)



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	<p>19. Olympic training cycle: candidate selection and testing of a training macro cycle with a competition calendar in the olympic year. (2L)</p> <p>20. Annual training cycle: length of preparation period, duration of competition period. Single, double or triple periodization of the annual rowing training cycle. (2L)</p> <p>21. Standards and norms of the total annual course load in rowing. (2L)</p> <p>22. Development of a work plan and programme in the preparation, competition and transition period. Specific features of organization and implementation of training during the preparatory period - two, three or four stages. Competition period - one or two stages. (2L + 2S)</p> <p>23. Structure and indicators of total training load in the mesocycle. Specific features of the preparatory and competitive mesocycle in rowing. (2L)</p> <p>24. Structure and indicators of total training load in the microcycle. Specificities of the preparatory and competitive microcycle in rowing. (2L)</p> <p>25. Development of a training plan and programme in the preparation, competition and transition microcycle in rowing. (2L + 2S)</p> <p>26. Individual training, regatta, preparations away from home, sporting and leisure activities. (2L)</p> <p>27. Internal structure, organization of design and implementation of individual training plans and programs of rowers. (2L + 2S)</p> <p>28. Environmental factors in the function of successful training planning and programming of rowers. (2L + 2S)</p> <p>29. Professional-pedagogical standard and criteria of success of coaching work in rowing. (2L)</p> <p>30. Professional practice with younger age groups of rowers. (2L)</p> <p>31. Seminars and practical classes in planning and programming of trainings: development of individual, group and team work programs in rowing. (4S)</p> <p>32. Keeping a rowing log (4S)</p>				
<p>2.6. Types of teaching:</p>	<p><input checked="" type="checkbox"/> lectures</p> <p><input checked="" type="checkbox"/> seminars and workshops</p> <p><input checked="" type="checkbox"/> practical classes</p> <p><input type="checkbox"/> entirely online</p> <p><input type="checkbox"/> blended courses</p> <p><input type="checkbox"/> fieldwork</p>	<p><input checked="" type="checkbox"/> independent tasks</p> <p><input type="checkbox"/> multimedia and networks</p> <p><input type="checkbox"/> laboratory classes</p> <p><input type="checkbox"/> mentoring</p> <p><input type="checkbox"/> (other)</p>	<p>2.7. Comments:</p>		
<p>2.8. Student responsibilities</p>	<p>regular attendance, active participation in the classes, independent research assignments</p>				
<p>2.9. Monitoring student work <i>(enter the share of ECTS credits for each activity so that the total number of</i></p>	<p>Attendance</p>	<p>0.5</p>	<p>Written exam</p>	<p>2.5</p>	<p>Project</p>
	<p>Experimental work</p>		<p>Research</p>		
	<p>Essay</p>		<p>Report</p>		



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ECTS credits corresponds to the credit value of the course):	Preliminary exams		Term paper	2.0		
			Oral exam	4.0		
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 5%, Term paper 22%, Written exam 28%, Oral exam 45%					
2.11. Required literature (available in the library and through other media)	Title			Number of copies in the library	Availability through other media	
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag			2		
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.			2		
	3. Dreissigacker oar assembly and use manual (2002).			2		
2.12. Supplementary literature (at the time of application of the 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): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb 3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology. 4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). Croatian Sports and Medical Journal, 20 (1-2), 8-13. 5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185). 					



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	<ol style="list-style-type: none">6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? Collegium Antropologicum. 31 (3), 811-816.7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association8. Oreb, G. , Zović,M. and Marelić,N. (2008). Evaluation of the results assesing motor abilities of boys and girls aged 11-14 during selection in rowing. Acta Kinesiologica, 2 (1): 47-51).
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	TRAINING EFFECTS CONTROL IN ROWING	1.7. Credit points (ECTS)	5
1.3. Assistant teachers	Mario Janković, prof.	1.8. Teaching methods (number of hours L + PC + S + e-learning)	45 (30L + 15S)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Specialist	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to gain knowledge of the importance of athlete training control in rowing. Students will be able to monitor and evaluate the effects of training processes in the long, medium and short-term period of sports preparation.		
2.2. Requirements for enrolling in the course and entry-level competencies required for the course	There are no prerequisites for enrolment.		
2.3. Learning outcomes at the programme level for which the course contributes	This professional study will provide graduates with a level of knowledge of diagnostic procedures for the objective assessment of the state of training, as well as technologies for controlling the effects of the application of the process of training and competition in the sports field.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	<ul style="list-style-type: none"> - Basic knowledge of the hierarchical structure of abilities, traits and motor skills responsible for success in rowing that are suitable for determining the state of training. - Knowledge and skills to select and perform diagnostic procedures to determine the fitness level of a rower. 		



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	<ul style="list-style-type: none"> - Understanding and applying the results of diagnostic procedures in conducting training processes with different groups of athletes according to the criteria of age, sex and quality level. - Application of basic statistical methods for control of training processes in rowing. 	
<p>2.5. Course content broken down in detail by the course schedule</p>	<p>Lectures</p> <ol style="list-style-type: none"> 1. Definition and content of training control in rowing (2L). 2. Measurement and evaluation of initial, transitive and final training states and fitness in rowing (4L). 3. Measurement and evaluation of anthropometric rowing characteristics (2L). 4. Measurement and evaluation of rowers functional abilities. (2L). 5. Measurement and evaluation of biochemical rowing variables (2L). 6. Measurement and evaluation of basic and specific motor skills in rowers (4L) 7. Measurement and evaluation of the personality traits and cognitive abilities in rowers (4L) 8. Evaluation and application of measuring instruments to assess the technical and tactical fitness of rowers in modelling the training process in rowing (4L) 9. Evaluation and application of standard situational performance indicators in modelling the training process (2L) 10. Determination of modal characteristics of athletes of different ages in rowing (4L) <p>Seminars (<i>Creation of a term paper based on the measurement of a group of athletes</i>)</p> <ol style="list-style-type: none"> 1. Diagnostic procedures in rowing: choice of latent dimensions (2S). 2. choice of measuring instruments (1S). 3. performing the measurements (2S). 4. registration and processing of collected data (2S). 5. analysis and interpretation of results (2S). 6. presentation of the obtained results (2S). 7. application of test results in programming of training. Application of test results in the planning, programming and controlling the effects of training and competition (2S). 8. Application of test results in controlling the effects of training and competition (2S). 	
<p>2.6. Types of teaching:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)
		<p>2.7. Comments:</p>



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2.8. Student responsibilities	regular attendance, active participation in the classes, independent research assignments					
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance	0.5	Written exam		Project	
	Experimental work		Research			
	Essay		Report			
	Preliminary exams		Term paper	1.5		
			Oral exam	3.0		
2.10. Assessment and evaluation of students' work during classes and at the final exam	Attendance 15%, Term paper 25%, Oral exam 60%					
2.11. Required literature (available in the library and through other media)	Title				Number of copies in the library	Availability through other media
	1. Korner T, Schwanitz P (1985). Rudern. Berlin: Sportvelag				2	
	2. Rigging manual and guidelines (1997). Rowing Australia Inc.				2	
	3. Dreissigacker oar assembly and use manual (2002).				2	
2.12. Supplementary literature (at the time of application of the 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): 234-2 2. Oreb, G. & Jankovic, M. (1999). Rowing race analysis using an electronic cardiometer (Analiza veslačke utrke primjenom elektroničkog kardiotahometra). Ed. Ž. Hraski and Br. Matković, ed.(s), Proceedings of the scientific and expert conference "Coach and modern diagnostics" as part of the 8th Zagreb Sports Fair, Zagreb, February 26, 1999 (pp. 43-50). Zagreb: Faculty of Physical Education, University of Zagreb 3. Mikulić, P. & Oreb, G. (2005). Comparison of recreational rowers and runners according to some morphological and functional-motor traits. In D. Milanović & F. Prot (eds.), Proceedings of the 4th International Scientific Conference on Kinesiology «Science and Profession – Challenge for the Future», Opatija September 2005. (pp. 328-331). Zagreb: Faculty of Kinesiology. 4. Mikulić, P., Vučetić, V., Matković, Br. i Oreb, G. (2005). Morphological and somatotypic characteristics of high-level Croatian rowers (Morfološke i somatotipske karakteristike vrhunskih hrvatskih veslača). Croatian Sports and Medical Journal, 20 (1-2), 8-13. 					



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	<ol style="list-style-type: none">5. Mikulić, P. i Oreb, G. (2006). Konstrukcija i validacija jednog mjernog instrumenta za procjenu relativne repetitivne snage. (Construction and validation of a single measuring instrument for estimating relative repetitive power). Ed: V. Findak (Ed.), Proceedings of the 15th Summer School of Kinesiologists of the Republic of Croatia, Rovinj, 2006, (pp. 180-185).6. Mikulić, P., Ružić, L. Oreb, G. (2007). What distinguishes the Olympic level heavyweight rowers from other internationally successful rowers? Collegium Antropologicum. 31 (3), 811-816.7. Mikulić, P. , Oreb, G. (2007). Diagnostics of fitness of young age rowers (Dijagnostika kondicijskih sposobnosti veslača mlađih dobnih kategorija) Ed.: I. Jukić, D. Milanović, S. Šimek (ed.) Proceedings of the 5th Annual International Conference "Fitness Preparation of Athletes" Zagreb, 2007 (pp. 312-314). Zagreb: Faculty of Kinesiology, University of Zagreb and the Croatian Physical Conditioning Association8. Oreb, G. , Zović,M. and Marelić,N. (2008). Evaluation of the results assesing motor abilities of boys and girls aged 11-14 during selection in rowing. Acta Kinesiologica, 2 (1): 47-51).
2.13. Quality assurance methods that provide the acquisition of competences	Continuous monitoring of the acquisition of the course materials Monitoring and evaluation of independent work Anonymous student evaluation survey on the quality assurance of the teaching process



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	1st
1.2. Course title	SPORT COACHING INTERNSHIP IN ROWING 1	1.7. Credit point (ECTS)	0
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	30PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Participate in the monitoring and implementation of diagnostic procedures for athletes and recreational athletes within their specialty - Participation in the methodological design of training work in order to develop basic and specific abilities and traits - Participation in the methodological design of training work in order to acquire motor skills		
2.5. Course content broken down in detail by the course schedule	- Monitoring of experimental trainings conducted by specialist trainers (10PC) - Monitoring and registration of training parameters in sports clubs, fitness centers, centers for physical conditioning and recreation centers (10PC) - Helping, assisting in the process of sports preparation of children and young athletes (10PC)		
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION				
1.1. Course leader	Full professor, Goran Oreb, Ph.D.		1.6. Year of study	2nd
1.2. Course title	SPORT COACHING INTERNSHIP IN ROWING 2		1.7. Credit point (ECTS)	5
1.3. Associates			1.8. Teaching methods (number of hours L + PC + S + e-learning)	60PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study		1.9. Expected number of students in the course	5
1.5. Course status	Mandatory		1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION				
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.			
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.			
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.			
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: - Practically diagnose the anthropological status of (recreational) athletes within their specialty - Methodically design the training process in the field - Practically carry out a training process with different age categories			
2.5. Course content broken down in detail by the course schedule	- Training assistance provided by specialist coaches (15PC) - Participation in the practical implementation of parts of the training process (15PC) - Diagnostic procedures for determining the fitness of participants in sports, recreation, conditional preparation or fitness (15PC) - Independent planning and conducting of training of younger age categories in sports and training work in conditional preparation, recreation and fitness (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	
				2.7. Comments:



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2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
		Oral exam	(other)	
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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1. COURSE DESCRIPTION - GENERAL INFORMATION			
1.1. Course leader	Full professor, Goran Oreb, Ph.D.	1.6. Year of study	3rd
1.2. Course title	SPORT COACHING INTERNSHIP IN ROWING 3	1.7. Credit point (ECTS)	5
1.3. Associates		1.8. Teaching methods (number of hours L + PC + S + e-learning)	90PC
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate professional study	1.9. Expected number of students in the course	5
1.5. Course status	Mandatory	1.10. E-learning application level (1st, 2nd, 3rd level), percentage of course completion <i>on line</i> (Max. 20%)	
2. COURSE DESCRIPTION			
2.1. Course objectives	The objective of the course is to enable students to acquire practical knowledge in the coaching specialty.		
2.2. Requirements for enrolling the course and entry competencies required for the course	There are no special enrolment requirements.		
2.3. Learning outcomes at the programme level for which the course contributes	Students will be able to design, program and carry out the training process independently in a practical, methodical way within their specialties.		
2.4. Expected learning outcomes at the course level (4-10 learning outcomes)	Students will be able to: <ul style="list-style-type: none"> - Practically diagnose the fitness of athletes using simple field tests and competitive performance indicators - Methodically design more complex training processes and implement them in practical conditions - Plan and program a specific training process in different time cycles - Control the effects of programmed training processes in sports, recreation, conditional preparation and fitness 		
2.5. Course content broken down in detail by the course schedule	<ul style="list-style-type: none"> - Analysis of the results of the diagnostic procedure and inclusion of the obtained results in the work programme (10PC) - Development of training plans and programmes in macro cycle, meso cycle and micro cycle (10PC) Organization and implementation of sports preparation for competitions (10PC) - Independent implementation of the training process with the supervision of a mentor (20PC) - Usage of modern methods for analyzing the performance techniques of different movement structures (techniques) and the situation structures (tactics) of the sports branch (10PC) - Organizing and conducting professional meetings with athletes and their parents (5PC) 		



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	- Analysis of the effects of training or exercises performed in sports, conditional preparation, recreation and fitness (10PC) - Independent guidance of individuals and teams in competitions (15PC)			
2.6. Types of teaching:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops x practical classes <input type="checkbox"/> entirely online <input type="checkbox"/> blended courses <input type="checkbox"/> fieldwork	<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia and networks <input type="checkbox"/> laboratory classes <input type="checkbox"/> mentoring <input type="checkbox"/> (other)	2.7. Comments:	
2.8. Student responsibilities	Attendance, active participation in class, problem solving tasks.			
2.9. Monitoring student work (enter the share of ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):	Attendance		Written exam	Project
	Experimental work		Research	Practical work x
	Essay		Report	(other)
	Preliminary exams		Term paper	(other)
			Oral exam	(other)
2.10. Assessment and evaluation of students' work during classes and at the final exam	Evaluation of independent implementation of training by the expert team.			
2.11. Required literature (available in the library and through other media)	Title		Number of copies in the library	Availability through other media
2.12. Supplementary literature (at the time of application of the study programme proposal)				
2.13. Quality assurance methods that provide the acquisition of competences	Anonymous student survey.			



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Study program plan according to the permit

Table 3 Plan of the study program according to the permit (P - lecture, S - seminar, V - exercises, T - field teaching)

1st semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
1st semester							
mandatory	Mandatory courses for all 4 study majors						
		Physiology of sports and exercise	60	15	0		7
		Functional anatomy	36	24	0		6
		Fundamentals of Kinesiology	45	15	0		6
		Basic kinesiological transformations	45	0	30		7
		Pedagogy	45	8	7		5
		Total compulsory subjects:	231	62	37		31
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Analysis of Physical Conditioning	38	0	37		9
		Total compulsory subjects:	269	62	74		40
	Study major – FITNESS						
		Training methodology in fitness ¹²	20	0	20		0
		Total compulsory subjects:	251	62	57		31

² The course Training Methodology in Fitness 1 is taken in 1st and 2nd semesters.



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STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
1st semester							
		Study major PHYSICAL RECREATION					
		Physical Recreation	45	0	30		10
		Total compulsory subjects:	276	62	67		41
elective		/					
		Total elective courses:	0	0	0		0



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2nd Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd Semester							
mandatory	Study major - MISCELLANEOUS SPORTS						
		History, rules and organization of SELECTED SPORT	30	0	0		3
		Kinesiological analysis of SELECTED SPORT	45	5	40		9
		Anthropological analysis in SELECTED SPORTS	30	15	0		5
		Teaching methodology 1	30	0	30		7
		Sport Coaching Internship in SELECTED SPORTS ³	0	0	30		0
		Total compulsory subjects:	135	20	100		24
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Diagnostics of Physical Condition Fitness ⁴	10	0	10		0
		Methodology of Physical Conditioning 1 ⁵	30	0	30		0
		Physical Conditioning of children and young people	45	0	45		10
		Sport coaching internship in PCA	0	0	30		0
		Total compulsory subjects:	85	0	115		10
	Study major – FITNESS						
		Training methodology in fitness 1	40	0	40		13
	Measuring and assessing fitness	20	0	20		5	

³ Sport coaching internship is implemented for all study modules through all even number semesters, with the student receiving 10 ECTS credits only after completing the entire internship (5 ECTS credits at the end of year 2 and 5 ECTS points at the end of year 3 of study).

⁴ The course Diagnostics of Physical Condition fitness is taken in 2nd and 4th semesters

⁵ The course Training Methodology in Fitness 1 is taken in 2nd, 3rd and 4th semesters.



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STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd Semester							
		Group Fitness Programmes 1 ⁶	12	0	8		4
		Sport Coaching Internship in Fitness	0	0	30		0
	Total compulsory subjects:		72	0	98		22
	Study major – PHYSICAL RECREATION						
		Methods of sports recreation in tourism 1 ⁷	40	10	10		6
		Medicine of Physical Recreation	60	0	0		6
		Sport Coaching Internship in sports recreation	0	0	30		0
	Total compulsory subjects:		100	10	40		12
elective	Study major - MISCELLANEOUS SPORTS						
		Elective course I	15	15	0		2
		Elective course / sport I	9	18	18		3
	Total elective courses:		24	33	18		5
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Elective course I	15	15	0		2
		Elective course II	15	15	0		2
		Elective course / sport I	9	18	18		3
		Elective course / sport II	9	18	18		3
	Total elective courses:		48	66	36		10
Study major – FITNESS							

⁶ The course Group fitness program 1 is taken in 2nd and 3rd semesters

⁷ The course Methods of physical recreation in tourism is taken in 2nd and 4th semesters



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STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd Semester							
		Elective course I	15	15	0		2
		Elective course II	15	15	0		2
		Elective course / sport I	9	18	18		3
		Total elective courses:	39	48	18		7
		Study major – PHYSICAL RECREATION					
		Elective course I	15	15	0		2
		Elective course II	15	15	0		2
		Elective course / sport I	9	18	18		3
		Total elective courses:	39	48	18		7



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3rd Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
3rd Semester							
mandatory	Mandatory courses for all 4 study majors						
		Biomechanics of sport	45	30	0		7
		History of sports	30	15	0		5
		Psychology of Sport	45	0	30		7
		Foreign Language (English / German)	15	0	30		5
		Training theory and methodology	60	15	0		7
	Total compulsory subjects:		195	60	60		31
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Methodology of Physical Conditioning 1	15	0	15		0
	Total compulsory subjects:		210	60	75		31
	Study major - FITNESS						
		Group Fitness Programmes 1	24	0	16		3
	Total compulsory subjects:		219	60	76		34
		/	0	0	0		0
Total elective courses:		0	0	0		0	



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

4th Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
4th Semester							
mandatory	Study major - MISCELLANEOUS SPORTS						
		Teaching Methodology 2	90	0	90		17
		Sport Coaching Internship in SELECTED SPORTS	0	0	60		5
	Total compulsory subjects:		90	0	150		22
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Diagnostics of Physical Condition Fitness	28	0	27		9
		Methodology of Physical Conditioning 1	15	0	15		10
		Sport coaching internship in PCA	0	0	60		5
	Total compulsory subjects:		43	0	102		24
	Study major – FITNESS						
		Health aspects of training and nutrition in fitness	30	15	0		5
		Training programming in fitness 1	30	15	0		4
		Group Fitness Programmes 2 ⁸	30	0	25		7
		Sport Coaching Internship in Fitness	0	0	60		5
	Total compulsory subjects:		90	30	85		21
	Study major – PHYSICAL RECREATION						
		Methods of sports recreation in leisure time 1	30	15	0		4
		Methods of sports recreation in tourism 2	40	10	10		6

⁸ The course Group fitness program 2 is taken in 4th and 5th semesters.



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
4th Semester							
		Economics of physical recreation	30	0	15		5
		Kinesitherapy	40	0	20		6
		Sport Coaching Internship in Physical Recreation	0	0	60		5
		Total compulsory subjects:	140	25	105		26
elective	Study major - MISCELLANEOUS SPORTS						
		Elective course II	15	15	0		2
		Elective course III	15	15	0		2
		Elective course / sport II	9	18	18		3
		Total elective courses:	39	48	18		7
elective	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Elective course II	15	15	0		2
		Elective course III	15	15	0		2
		Elective course / sport II	9	18	18		3
		Total elective courses:	39	48	18		7
elective	Study major – FITNESS						
		Elective course III	15	15	0		2
		Elective course / sport II	9	18	18		3
		Total elective courses:	24	33	18		5
elective	Study major – PHYSICAL RECREATION						
		Elective course / sport II	9	18	18		3
		Total elective courses:	9	18	18		3



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

5th Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS	
			L	S	PC	F		
5th Semester								
mandatory	Mandatory courses for all 4 study majors							
		Management in sports	30	15	0		5	
		Basics of statistics and kinesiology	30	0	30		6	
		Sociology of Sport	45	0	0		5	
		Medicine of Sport	60	0	15		7	
		Final exam	0	0	0		10	
	Total compulsory subjects:		165	15	45		33	
	Study major - PHYSICAL CONDITIONING OF ATHLETES							
		Planning and Programming of Physical Conditioning ⁹	23	0	22		0	
	Total compulsory subjects:		23	23	22		0	
	Study major – FITNESS							
		Training Methodology in Fitness 2 ¹⁰	20	0	20		0	
		Group Fitness Programmes 2	20	0	15		3	
Total compulsory subjects:		40	0	35		3		
elective	Study major – PHYSICAL RECREATION							
		Elective Course / Sport III (Winter Sport)	12	24	24		3	
	Total elective courses:		12	36	48		3	

⁹ The course Planning and Programming of Physical Conditioning is taken in 5th and 6th semesters.

¹⁰ The course Training Methodology in Fitness 2 is taken in 5th and 6th semesters.



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

6th Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
6th Semester							
mandatory	Study major - MISCELLANEOUS SPORTS						
		Training programming in SELECTED SPORTS	60	30	0		9
		Training effects control in SELECTED SPORTS	30	15	0		5
		Sport Coaching Internship in SELECTED SPORTS	0	0	90		5
		Total compulsory subjects:	90	45	90		19
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Methodology of Physical Conditioning 2	30	0	30		6
		Planning and Programming of Physical Conditioning	30	0	30		11
		Sport coaching internship in PCA	0	0	90		5
		Total compulsory subjects:	60	0	150		22
	Study major – FITNESS						
		Training Methodology in Fitness 2	40	0	40		13
		Training programming in fitness 2	30	15	0		4
		Sport Coaching Internship in Fitness	0	0	90		5
		Total compulsory subjects:	70	15	130		22
	Study major – PHYSICAL RECREATION						
		Methods of sports recreation in leisure time 2	30	15	30		8
		Adapted Physical Activity	30	15	0		5
		Sport Coaching Internship in Physical Recreation	0	0	90		5
		Total compulsory subjects:	60	30	120		18



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
6th Semester							
elective	Study major - MISCELLANEOUS SPORTS						
		Elective course IV	15	15	0		2
		Elective course / sport III	9	18	18		3
		Elective course / sport IV	9	18	18		3
		Total elective courses:	33	51	36		8
elective	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Elective course IV	15	15	0		2
		Elective course / sport IV	9	18	18		3
		Total elective courses:	24	33	18		5
elective	Study major – FITNESS						
		Elective course IV	15	15	0		2
		Total elective courses:	15	30	15		2
elective	Study major – PHYSICAL RECREATION						
		Elective course / sport II	9	18	18		3
			Total elective courses:	9	27	36	



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

Elective courses

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F / e-learning	
2nd, 4th and 6th Semester							
elective	Elective courses for all 4 study majors ¹¹ :						
		Audiovisual Aids in Sport	6	10	10	4	2
		Biomechanical diagnostics	15	15	0		2
		Kinesiological orientation and selection	30	0	0		2
		Kinesitherapy 1	15	0	15		2
		Communicology in sport	15	15	0		2
		Culture of Public Speaking	15	15	0		2
		Notational analysis	20	10	0		2
		Sports Nutrition	30	0	0		2
		Sports Injury Prevention	15	15	0		2
		Psychology of Middle Adulthood	15	15	0		2
		Sport for Persons with Disabilities	15	15	0		2
		Sport and Law	30	0	0		2
		Sport in European countries	15	15	0		2
		Athlete with Allergies and Asthma	24	0	6		2
		Physical Recreation Programs in Natural Environments	16	0	14		2
	Wellness	15	0	15		2	
	Life in the Nature and Survival Skills	15	15	0		2	

¹¹ Students of the SPORT, FITNESS and PHYSICAL CONDITIONING OF ATHLETES study majors are required to choose 4 elective courses, while the PHYSICAL RECREATION course students are required to choose 2 elective courses



**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F / e- learning	
2nd, 4th and 6th Semester							
	Total elective courses:		/	/	/	/	



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

Elective sports

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd, 4th, 5th ¹² and 6th Semester							
elective	Elective courses for all 4 study majors ¹³ :						
		Aerobics	9	18	18		3
		Acrobatics	9	18	18		3
		Athletics	9	18	18		3
		Badminton	9	18	18		3
		Combat sports	9	18	18		3
		Elementary games	9	18	18		3
		Graeco-Roman Style Wrestling	9	18	18		3
		Water games	9	18	18		3
		Small Boat Sailing	9	18	18		3
		Basketball	9	18	18		3
		Football	9	18	18		3
		Volleyball	9	18	18		3
		Dancing	9	18	18		3
		Swimming	9	18	18		3
	Handball	9	18	18		3	
	Self-defence	9	18	18		3	

¹² Exceptionally, as part of the study course PHYSICAL RECREATION the elective subject - sport (winter) is taken in the 5th semester.

¹³ Students of the SPORT and PHYSICAL CONDITIONING OF ATHLETES study majors are required to choose 4 elective courses, students of FITNESS study major are required to choose 2 elective courses, while the PHYSICAL RECREATION course students are required to choose 5 elective courses (1 sports game, 1 polystructural sport, 1 winter sport, 1 monostructural sport and 1 conventional-aesthetic sport)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd, 4th, 5th ¹² and 6th Semester							
		Skiing	38	0	22		3
		Cross-country skiing	29	0	16		3
		Shooting	9	18	18		3
		Tennis	9	18	18		3
		Triathlon	9	18	18		3
		Water polo	9	18	18		3
		Total elective courses:	/	/	/	/	/



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

Plan of the amended study program

Table 4 Plan of the modified and supplemented study program (L-lecture, S-seminar, PC-practical classes, F-fieldwork)

1st semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
1st semester							
mandatory	Mandatory courses for all 4 study majors						
		Physiology of sports and exercise	60	15	0		7
		Functional anatomy	36	24	0		6
		Fundamentals of Kinesiology	45	15	0		6
		Basic kinesiological transformations	45	0	30		7
		Pedagogy	45	8	7		5
		Total compulsory subjects:	231	62	37		31
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Analysis of physical conditioning of athletes I	15	0	15		2
		Total compulsory subjects:	246	62	52		33
	Study major – FITNESS						
		Training methodology in fitness I	20	0	20		4
		Total compulsory subjects:	251	62	57		35
	Study major PHYSICAL RECREATION						
		Physical recreation I	15	0	15		2
	Total compulsory subjects:	246	62	52		33	



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
1st semester							
elective		/					
	Total elective courses:		0	0	0	0	0

2nd Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd Semester							
mandatory	Study major - MISCELLANEOUS SPORTS						
		History, rules and organization of SELECTED SPORT					3
		Kinesiological analysis of SELECTED SPORT					9
		Anthropological analysis in SELECTED SPORTS					5
		Teaching methodology 1					7
		Sport Coaching Internship in SELECTED SPORTS I					0
	Total compulsory subjects:		135	20	100		24
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Methodology of physical conditioning I					2
		Physical Conditioning of children and young people					10
		Analysis of physical conditioning of athletes II					7
		Sport coaching internship in PCA I					0
	Total compulsory subjects:		90	0	105		19
	Study major – FITNESS						



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS	
			L	S	PC	F		
2nd Semester								
		Training methodology in fitness II	40	0	40		9	
		Measuring and assessing fitness	20	0	20		5	
		Group fitness programmes I	12	0	8		4	
		Sport coaching internship in fitness I	0	0	30		0	
	Total compulsory subjects:			72	0	98		18
	Study major – PHYSICAL RECREATION							
			Methods of sports recreation in tourism I	40	10	10		6
			Physical recreation II	30	0	15		8
			Medicine of Physical Recreation	60	0	0		6
			Sport Coaching Internship in sports recreation I	0	0	30		0
	Total compulsory subjects:			130	10	55		20
	elective	Study major - MISCELLANEOUS SPORTS						
			Elective course I	15	15	0		2
			Elective course / sport I	9	18	18		3
Total elective courses:			24	33	18		5	
Study major - PHYSICAL CONDITIONING OF ATHLETES								
			Elective course I	15	15	0		2
			Elective course / sport I	9	18	18		3
			Elective course / sport II	9	18	18		3
Total elective courses:			33	51	36		8	
Study major – FITNESS								



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd Semester							
		Elective course I	15	15	0		2
		Elective course II	15	15	0		2
		Elective course / sport I	9	18	18		3
		Total elective courses:	39	48	18		7
		Study major – PHYSICAL RECREATION					
		Elective course I	15	15	0		2
		Elective course II	15	15	0		2
		Elective course / sport I	9	18	18		3
		Total elective courses:	39	48	18		7



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

3rd Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
3rd Semester							
mandatory	Mandatory courses for all 4 study majors						
		Biomechanics of sport	45	30	0		7
		History of sports	30	15	0		5
		Psychology of Sport	45	0	30		7
		Foreign Language (English / German)	15	0	30		5
		Training theory and methodology	60	15	0		7
	Total compulsory subjects:		195	60	60		31
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Methodology of physical conditioning II	15	0	15		2
	Total compulsory subjects:		210	60	75		33
	Study major - FITNESS						
		Group fitness programmes II	24	0	16		3
	Total compulsory subjects:		219	60	76		34
		/	0	0	0		0
Total elective courses:		0	0	0		0	



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

4th Semester

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
4th Semester							
mandatory	Study major - MISCELLANEOUS SPORTS						
		Teaching Methodology 2	45	0	45		8.5
		Methodology 3	45	0	45		8.5
		Sport Coaching Internship in SELECTED SPORTS II	0	0	60		5
	Total compulsory subjects:		90	0	150		22
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Diagnostics of Physical Condition Fitness	38	0	37		9
		Methodology of physical conditioning III	30	0	30		6
		Sport coaching internship in PCA II	0	0	60		5
	Total compulsory subjects:		68	0	127		20
	Study major – FITNESS						
		Health aspects of training and nutrition in fitness	30	15	0		5
		Training programming in fitness I	30	15	0		4
		Group fitness programmes III	30	0	25		7
		Sport Coaching Internship in Fitness II	0	0	60		5
	Total compulsory subjects:		90	30	85		21
	Study major – PHYSICAL RECREATION						
		Methods of physical recreation in leisure time I	30	15	0		4
		Methods of physical recreation in tourism II	40	10	10		6
		Economics of physical recreation	30	0	15		5



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
4th Semester							
		Kinesitherapy	40	0	20		6
		Sport Coaching Internship in Physical Recreation II	0	0	60		5
		Total compulsory subjects:	140	25	105		26
elective	Study major - MISCELLANEOUS SPORTS						
		Elective course II	15	15	0		2
		Elective course III	15	15	0		2
		Elective course / sport II	9	18	18		3
		Total elective courses:	39	48	18		7
elective	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Elective course II	15	15	0		2
		Elective course III	15	15	0		2
		Elective course / sport II	9	18	18		3
		Total elective courses:	39	48	18		7
elective	Study major – FITNESS						
		Elective course III	15	15	0		2
		Elective course / sport II	9	18	18		3
		Total elective courses:	24	33	18		5
elective	Study major – PHYSICAL RECREATION						
		Elective course / sport II	9	18	18		3
		Total elective courses:	9	18	18		3

5th Semester



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS	
			L	S	PC	F		
5th Semester								
mandatory	Mandatory courses for all 4 study majors							
		Management in sports	30	15	0		5	
		Basics of statistics and kinesiology	30	0	30		6	
		Sociology of Sport	45	0	0		5	
		Medicine of Sport	45	0	15		5	
		Kinesiological Activities for Persons with Disabilities	15	15	0		2	
		Final exam	0	0	0		10	
		Total compulsory subjects:	165	30	45		33	
		Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Planning and Programming of Physical Conditioning I	15	0	15		2	
		Total compulsory subjects:	15	0	15		2	
		Study major – FITNESS						
		Training methodology in fitness III	20	0	20		4	
	Total compulsory subjects:	20	20	20		4		
elective	Study major – PHYSICAL RECREATION							
		Elective Course / Sport III (Winter Sport)	12	24	24		3	
		Total elective courses:	12	36	48		3	

6th Semester



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
6th Semester							
mandatory	Study major - MISCELLANEOUS SPORTS						
		Training programming in SELECTED SPORTS	60	30	0		9
		Training effects control in SELECTED SPORTS	30	15	0		5
		Sport Coaching Internship in SELECTED SPORTS III	0	0	90		5
	Total compulsory subjects:		90	45	90		19
	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Methodology of physical conditioning IV	30	0	30		6
		Planning and Programming of Physical Conditioning II	38	0	37		9
		Sport coaching internship in PCA III	0	0	90		5
	Total compulsory subjects:		68	0	157		20
	Study major – FITNESS						
		Training methodology in fitness IV	40	0	40		9
		Training programming in fitness II	30	15	0		4
		Group fitness programmes IV	20	0	15		3
		Sport Coaching Internship in Fitness III	0	0	90		5
	Total compulsory subjects:		90	15	145		21
	Study major – PHYSICAL RECREATION						
		Methods of physical recreation in leisure time II	30	15	30		8
		Adapted Physical Activity	30	15	0		5
		Sport Coaching Internship in Physical Recreation III	0	0	90		5
	Total compulsory subjects:		60	30	120		18



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
6th Semester							
elective	Study major - MISCELLANEOUS SPORTS						
		Elective course IV	15	15	0		2
		Elective course / sport III	9	18	18		3
		Elective course / sport IV	9	18	18		3
	Total elective courses:		33	51	36		8
elective	Study major - PHYSICAL CONDITIONING OF ATHLETES						
		Elective course IV	15	15	0		2
		Elective course / sport IV	9	18	18		3
	Total elective courses:		24	33	18		5
elective	Study major – FITNESS						
		Elective course IV	15	15	0		2
	Total elective courses:		15	30	15		2
elective	Study major – PHYSICAL RECREATION						
		Elective course / sport IV	9	18	18		3
		Elective course / sport IV	9	18	18		3
	Total elective courses:		18	36	36		6



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

Elective courses

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F / e-learning	
2nd, 4th, 5th and 6th Semester							
elective	Elective courses for all 4 study majors ¹⁴ :						
		Audiovisual Aids in Sport	6	10	10	4	2
		Biomechanical diagnostics	15	15	0		2
		Kinesiological orientation and selection	30	0	0		2
		Kinesitherapy 1	15	0	15		2
		Communicology in sport	15	15	0		2
		Culture of Public Speaking	15	15	0		2
		Notational analysis	20	10	0		2
		Sports Nutrition	30	0	0		2
		Sports Injury Prevention	15	15	0		2
		Psychology of Middle Adulthood	15	15	0		2
		Sport and Law	30	0	0		2
		Sport in European countries	15	15	0		2
		Athlete with Allergies and Asthma	24	0	6		2
		Physical Recreation Programs in Natural Environments	16	0	14		2
		Wellness	15	0	15		2
	Life in the Nature and Survival Skills	15	15	0		2	
	Total elective courses:		/	/	/		/

¹⁴ Students of the SPORT, FITNESS and PHYSICAL CONDITIONING OF ATHLETES study majors are required to choose 4 elective courses, while the PHYSICAL RECREATION course students are required to choose 2 elective courses



Sveučilište u Zagrebu

FORM 7 Evaluation of university study programmes of undergraduate, graduate and integrated undergraduate and graduate studies and professional studies

**DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE
AND GRADUATE STUDY PROGRAMMES**



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

Elective sports

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd, 4th, 5th ¹⁵ and 6th Semester							
elective	Elective courses for all 4 study majors ¹⁶ :						
		Aerobics	9	18	18		3
		Acrobatics	9	18	18		3
		Athletics	9	18	18		3
		Badminton	9	18	18		3
		Combat sports	9	18	18		3
		Elementary games	9	18	18		3
		Graeco-Roman Style Wrestling	9	18	18		3
		Water games	9	18	18		3
		Small Boat Sailing	9	18	18		3
		Basketball	9	18	18		3
		Football	9	18	18		3
		Volleyball	9	18	18		3
		Dancing	9	18	18		3
		Swimming	9	18	18		3
	Handball	9	18	18		3	
	Self-defence	9	18	18		3	

¹⁵ Exceptionally, as part of the study course PHYSICAL RECREATION the elective subject - sport (winter) is taken in the 5th semester.

¹⁶ Students of the SPORT and PHYSICAL CONDITIONING OF ATHLETES study majors are required to choose 4 elective courses, students of FITNESS study major are required to choose 2 elective courses, while the PHYSICAL RECREATION course students are required to choose 5 elective courses (1 sports game, 1 polystructural sport, 1 winter sport, 1 monostructural sport and 1 conventional-aesthetic sport)



DESCRIPTION OF AMENDMENTS TO UNDERGRADUATE, GRADUATE AND INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMMES

Sveučilište u Zagrebu

STATUS OF THE COURSE	CODE OF THE COURSE	COURSE TITLE	TOTAL HOURS				ECTS
			L	S	PC	F	
2nd, 4th, 5th ¹⁵ and 6th Semester							
		Skiing	38	0	22		3
		Cross-country skiing	29	0	16		3
		Shooting	9	18	18		3
		Tennis	9	18	18		3
		Triathlon	9	18	18		3
		Water polo	9	18	18		3
		Total elective courses:	/	/	/	/	/