

Course description

General information		
Instructor	Svjetlana Mraz, MSc	
Course title	Catechetics	
Study Programme	University Undergraduate Programme in Protestant theology	
Type of course	Mandatory	
Year of study	First	
Number of credits and class hours	ECTS credits	3
	Class hours (L+E+S)	1+1+0

1. COURSE DESCRIPTION
<p>1.1. <i>Course Objectives</i></p> <p>The objective of this course is to introduce students to the central concepts and themes related to the development of catechesis and catechetical practice, including the particularities of catechesis of various age groups, and the application of contemporary pedagogical insights into learning and teaching to catechesis.</p>
<p>1.2. <i>Prerequisite</i></p> <p>There are no prerequisites for this course.</p>
<p>1.3. <i>Learning outcomes for the Programme the course belongs to</i></p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of basic themes in practical theology and recognize the connections between theological-religious theory and ecclesial, religious, and social praxis. 2. Demonstrate understanding of the correlation between theology and other humanities and social sciences. 3. Apply the acquired knowledge to evaluate the role of the Church and Christianity in the life of the humanity and society of today. 4. Draw conclusions based on the acquired knowledge about the significance of biblical and philosophical-theological texts for specific questions and problems in theology and the life of the Church, as well as for the everyday life of the individual and society. 5. Critically assess individual segments in the relationship between the Church and the contemporary individual and society. 6. Reason for the importance of theology in the contemporary society, culture, and scholarship. 7. Independently and jointly with other experts and participants, put forward ideas and propose solutions in one's ecclesial and/or social community. 8. Present the collected information and insights in written and oral forms.
<p>1.4. <i>Learning Outcomes</i></p> <p>Upon completion of the course, the student will be able to:</p>

<ol style="list-style-type: none"> 1. identify the major concepts and themes related to catechesis as an important aspect of ecclesial praxis; 2. explain the distinctiveness of catechesis in the context of theology and pedagogy; 3. interpret major concepts and themes of cognitive development, moral development, and religious development; 4. differentiate between various catechetical approaches that are appropriate for particular age groups; 5. critically evaluate the catechetical approach of Religious Education in schools; 6. with the help of available material, design a lesson in Religious Education. 		
<p><i>1.5. Course Content:</i></p> <ol style="list-style-type: none"> 1. Introduction to the objectives and requirements of the course 2. The development of catechetics throughout history 3. <i>Katecheo</i> and correlation 4. Places of catechesis and catechists 5. Religious pedagogy – catechesis of various age groups 6. Cognitive development 7. Moral development 8. Religious development 9. Goals, tasks, and teaching methods of Religious Education 10. Exercise – field teaching, Sunday school class 11. Exercise II – field teaching, Sunday school class 12. Evaluation of the exercises 13. Exercise – designing a lesson in Religious Education based on acquired knowledge 14. Exercise – presentation and evaluation of designed lessons 15. Final discussion: Readiness for catechesis 		
<p><i>1.6. Modes of Teaching</i></p>	<ul style="list-style-type: none"> x lectures <input type="checkbox"/> seminaries and workshops x exercises x remote learning x field teaching 	<ul style="list-style-type: none"> x homework assignments x multimedia and internet <input type="checkbox"/> laboratory work <input type="checkbox"/> mentored work <input type="checkbox"/> other _____ —
<p><i>1.7. Comments</i></p>		
<p><i>1.8. Course Requirements</i></p> <p>Active participation in class, field teaching (attending Sunday school classes), homework assignments, reading assignments.</p>		
<p><i>1.9. Course Assessment¹</i></p>		

¹ **IMPORTANT:** Along with every mode of Course Assessment an adequate number of ECTS credits needs to be given, so that the total number of ECTS credits matches the number for the course. Empty fields can be used for additional activities.

Class attendance		Active participation in class		Term paper		Experimental work	
Written exam	1,5	Oral exam		Essay	0,5	Research	
Project		Quizzes		Written report		Practical work	1
Portfolio							

1.10. Grading structure during lectures and on the final exam

Students' participation will be monitored during the course of the semester. Attendance of classes and field teaching is mandatory. The final exam is in written form. In order to take the final exam, the students must hand in their notes on field teaching.

1.11. Mandatory Resources

- 1) E. AILBERICH, *Kateheza danas, Priručnik fundamentalne katehetike*, Katehetski salezijanski centar, Zagreb, 2002., str. 11-21; 67-86; 89 -177.
- 2) E. ALBERICH, "Katehetika između pedagogije i teologije: podvojenost predmeta u potrazi za priznanjem", *Kateheza 2* (2001), str. 162-168.
- 3) A. T. FILIPOVIĆ, "Metoda u vjeronaučnoj nastavi u službi pedagogije vjere", *Kateheza 4* (2003), str. 288-301.
- 4) C. GRETHLEIN, *Pedagogija zajednice vjernika*, Zagreb, Teološki fakultet Matija Vlačić Ilirik, 2011., str. 9-33; 181-227.
- 5) G. HILGER, S. LEIMGRUBER i H. G. ZIEBERTZ, *Vjeronaučna didaktika*, Salesiana, Zagreb, 2009., str. 92-149; 161-179.
- 6) A. KEREP, "Od religijske kulture do konfesionalnog vjeronauka", u: Jambrek, Stanko (ur.), *Zbornik radova sa znanstvenog skupa PEV-a povodom 150. obljetnice Evanđeoske alijanse*, Zagreb, 1996., str. 97-107.

1.12. Additional Resources

- 1) J. BERKOVIĆ (ed.), *Meta, vjeronaučni udžbenik*, Društvo prijatelja Biblije, Zagreb, 2004.
- 2) J. BERKOVIĆ (ed.), *Mreža, vjeronaučni udžbenik*, Društvo prijatelja Bibije, Zagreb, 2005.
- 3) B.V. MANDARIĆ i R. RAZUM, *Važnost odgoja u današnjem svijetu: Doprinos vjeronauka u odgojnom djelovanju škole*, Glas Koncila, Zagreb, 2015.;
- 4) I. STENGL, "Vjera kao hod temeljnog povjerenja", u: *Služba Božja* 53 (2013.), br. 1, str. 64 – 79.
- 5) Đ. ZALAR, "Korelacija kao sustavno-teološka i religiozno-pedagoško načelo", *Bogoslovska smotra* 75 (2005), br. 1, str. 273-288.
- 6) I. ŽIVKOVIĆ, "Koncept Boga i religioznosti kod djece i adolescenata u istraživanjima Piagetovog, Kohlbergovog i postpiagetovog kognitivnog pravca", u: *Sociologija i prostor* 45 (2007) 177–178 (3–4): str. 321–337.

1.13. Number of copies of mandatory resources relative to the number of students currently enrolled

Title	Number of copies	Number of students
-------	------------------	--------------------

E. AILBERICH, <i>Kateheza danas, Priručnik fundamentalne katehetike</i> , Katehetski salezijanski centar, Zagreb, 2002., str. 11-21; 67-86; 89 -177.	Available to students in electronic form.	8
E. ALBERICH, "Katehetika između pedagogije i teologije: podvojenost predmeta u potrazi za priznanjem", <i>Kateheza 2</i> (2001), str. 162-16.	Available to students in electronic form.	8
A. T. FILIPOVIĆ, "Metoda u vjeronaučnoj nastavi u službi pedagogije vjere", <i>Kateheza 4</i> (2003), str. 288-301.	Available to students in electronic form.	8
C. GRETHLEIN, <i>Pedagogija zajednice vjernika</i> , Zagreb, Teološki fakultet Matija Vlačić Ilirik, 2011., str. 9-33; 181-227.	5	8
G. HILGER, S. LEIMGRUBER i H. G. ZIEBERTZ, <i>Vjeronaučna didaktika</i> , Salesiana, Zagreb, 2009., str. 92-149; 161-179.	Available to students in electronic form.	8
A. KEREP, "Od religijske kulture do konfesionalnog vjeronauka", u: Jambreč, Stanko (ur.), <i>Zbornik radova sa znanstvenog skupa PEV-a povodom 150. obljetnice Evandeoske alijanse</i> , Zagreb, 1996., str. 97-107.	Available to students in electronic form.	8
<i>1.14. Modes of quality control that ensure acquisition of knowledge, skills and competences</i>		
Discussions with students during class, notes on field teaching, and final exam.		