**CONSTITUENT (FACULTY/DEPARTMENT/ACADEMY/UNIVERSITY)**

**DETAILED PROPOSAL OF THE**

**INTERNATIONAL SUMMER SCHOOL IN SPLIT**

Full name of the international summer school programme (example:

COMUNICATION SKILLS IN DENTAL MEDICINE

BASIC LEVEL)

SPLIT,

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

|  |  |
| --- | --- |
| **Name of higher education institution** |  |
| **Address** |  |
| **Phone** |  |
| **Fax** |  |
| **E-mail** |  |
| **Internet address** |  |

GENERAL INFORMATION OF THE SUMMER SCHOOL

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| --- | --- | --- | --- |
| **Name of the international summer school programme** |  | | |
| **Leader of the international summer school** |  | | |
| **Program level**  **(According to the CROQF or EQF with regard to the units of learning outcomes that are acquired upon their completion; if applicable)** |  | | |
| **Total number of ECTS credits** |  | | |
| **Participants’ degree required for enrollment** | University Undergraduate ☐ | University Graduate ☐ | Integrated |
| Doctoral | University Specialist | |
| Professional Undergraduate | Professional Graduate | |
| **Academic/vocational title/degree/certification earned at completion of study** |  | | |

1. INTRODUCTION
   1. Reasons for starting the summer school
   2. Relationship with the local community (economy, entrepreneurship, civil society, etc.; if applicable)
   3. Compatibility with requirements of professional organizations
   4. Name possible partners outside the higher education system that expressed interest in the school programme (if applicable)
   5. Estimate of cost per student
   6. Minimal number of students for starting the program

1.7. Maximal number of students in programme

1. DESCRIPTION OF THE SUMMER SCHOOL PROGRAMME AND SYLLABUS
   1. General information

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| --- | --- |
| **Scientific/artistic area of the summer school study programme** |  |
| **Duration of the study programme** |  |
| **Enrolment requirements and admission procedure** |  |

* 1. List of lifelong learning programme courses

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **LIST OF COURSES/EDUCATIONAL ACTIVITIES\*** | | | | | | |
| **Name of the course/ educational activity** | | **Method of teaching\*\*** | | | | | **ECTS** |
| **Guided process of teaching** | | | | **Independent student activities** |
| **Lecture** | **Seminar** | **Exercise** | **Field work** |  |
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\* List of courses/educational activities applies to each individual unit (course or module).

\*\* Method of teaching-number of hours needed and number of ECTS credits (lectures, seminars, exercise (all forms), field work.

Due to the specificity of the realization of the lifelong learning program, instead of distribution (L – lecture, S – seminar, E – exercises (all types), F – field work), it is possible to describe the workload in such a way that it be specified in number of hours only for the GUIDED LEARNING AND TEACHING and INDEPENDENT STUDENT ACTIVITIES, if there are such.

* 1. International summer school educational activities

**\*The sheet needs to be copied for every suggested course**

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| **NAME OF THE COURSE** |  | | | | | | | | | | | | |
| Course professor | |  | | | Credits (ECTS) | | | |  | | | | |
| Associates | |  | | | Method of teaching (number of hours) | | | | Guided process of teaching | | | | |
| L | S | E | | F |
|  |  |  | |  |
| Independent student activities | | | | |
|  | | | | |
| Status of the course /educational activity | |  | | | E-learning percentage of application | | | |  | | | | |
| **COURSE DESCRIPTION** | | | | | | | | | | | | | |
| Course/educational activity objectives | | The aim is to enable students to: | | | | | | | | | | | |
| Course/educational activity enrolment requirements and entry competences required | | List if there are any | | | | | | | | | | | |
| Learning outcomes expected at the level of course/ educational activity (4 to 10 outcomes) | | Completing this course/educational activity, students will be able to:  Notes:  1. learning outcomes have to be in line with name of the course/educational activity, both in terms of logic and their contents  2. course’s learning outcomes have to be in line with those of the entire programme  3. course’s syllabus must stem from learning outcomes in such a way so that it is clear how they plan to be realised  4. whole course must be designed in such a way that methods of teaching, learning and grading be in line with learning outcomes, and that as much be visible from the course/educational activity’s description | | | | | | | | | | | |
| Course/educational activity’s syllabus broken down in detail by weekly class schedule | |  | | | | | | | | | | | |
| Format of instruction | | ☐ lectures  ☐ seminars  ☐ workshops  ☐ exercises  ☐ *on line* in entirety  ☐ partial e-learning  ☐ field work | | | | ☐ independent assignments  ☐ multimedia  ☐ laboratory  ☐ work with mentor  ☐       (other types, if there are any) | | | | | | | |
|
| Student  responsibilities | | In line with learning outcomes, this is where student obligations, which also have to be in line with procedures of grading their accomplishments, are listed in such a way that every student is clear on their obligations in the programme. | | | | | | | | | | | |
| Student work-participation *(name the proportion of ECTS credits for each activity, so that the total number of ECTS credits matches the ECTS value of the course/educational activity)* | | Class attendance |  | Research | | |  | Practical work | | | |  | |
| Experimental work |  | Workshop | | |  | (Other, specify what) | | | |  | |
| Essay |  | Seminar paper | | |  | (Other) | | | |  | |
| Tests |  | Oral exam | | |  | (Other) | | | |  | |
| Written exam |  | Project | | |  | (Other) | | | |  | |
| Grading and evaluating student work and accomplishments | |  | | | | | | | | | | | |
| Required literature | |  | | | | | | | | | | | |

1. SUMMER SCHOOL PERFORMANCE CONDITIONS
   1. Places of the study performance

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| Buildings of the constituent part (name existing, under construction and planned buildings) | |
| Identification of building |  |
| Location of building |  |
| Year of completion |  |
| Total square area in m2 |  |

* 1. List of teachers and associate teachers

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| Course | Teachers and associate teachers |
|  |  |

* 1. Curriculum vitae of the teachers and associate teachers

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| First and last name and title of teacher |  |
| The course he/she teaches in the proposed life long learning programme |  |
| GENERAL INFORMATION ON COURSE TEACHER | |
| Address |  |
| Telephone number |  |
| E-mail address |  |
| Personal web page |  |
| Year of birth |  |
| Scientist ID |  |
| Research or art rank, and date of last rank appointment |  |
| Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment |  |
| Area and field of election into research or art rank |  |
| INFORMATION ON CURRENT EMPLOYMENT | |
| Institution where employed |  |
| Date of employment |  |
| Name of position (professor, researcher, associate teacher, etc.) |  |
| Field of research |  |
| Function |  |
| INFORMATION ON EDUCATION – Highest degree earned | |
| Degree |  |
| Institution |  |
| Place |  |
| Date |  |
| INFORMATION ON ADDITIONAL TRAINING | |
| Year |  |
| Place |  |
| Institution |  |
| Field of training |  |
| MOTHER TONGUE AND FOREIGN LANGUAGES | |
| Mother tongue |  |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) |  |
| Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) |  |
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| COMPETENCES FOR THE COURSE | |
| Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) |  |
| Authorship of university/faculty textbooks in the field of the course |  |
| Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) |  |
| Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most) |  |
| Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most) |  |
| The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences? |  |
| PRIZES AND AWARDS, STUDENT EVALUATION | |
| Prizes and awards for teaching and scholarly/artistic work |  |
| Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated) |  |

4. QUALITY ASSURANCE AND SUCCESFULL IMPLEMENTATION OF THE PROGRAMME

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| **Description of procedures for evaluating quality of lifelong-learning study programme implementation:**   * For each procedure of evaluating quality, method used needs to be described (most often questionnaires for students or teachers), | |
| Evaluation of the work of professors and associates | The evaluation process should contain at least answers to claims offered below, that can be asked online or using pen and paper, a Likert-type scale, where 1 indicates complete disagreement, 2 that the participant somewhat disagrees, 3 indicates participants’ inability to evaluate; 4 that he somewhat agrees with it, and 5 indicates complete agreement.  In addition to them, it is possible to add open-ended questions and other methods of (self-) evaluation that contribute to program’s quality.  - Professors realized the teaching content as the Program envisioned.  - Professors and associates perform their work professionally and responsibly.  - Communication with teaching staff is of high quality.  - Professors treat students correctly and with respect.  - Classes are held on time and regularly.  - Teaching is interesting and dynamic.  - It is well structured. |
| Realization of anticipated learning outcomes | The procedure should contain at least answers to following claims:  - Program’s learning outcomes have been achieved.  - Teaching and learning methods are in line with learning outcomes.  - Teaching methods are focused on students’ learning.  - The teaching process adapts to participants’ previous knowledge, their interests, experiences and needs.  - I am satisfied with the competencies acquired in the program.  - Teaching materials are clear and understandable. |
| Evaluation methods and procedures comply-agree with expected learning outcomes | The procedure should contain at least answers to following claims:  - Professors clearly stated the evaluation methods and criteria in the course/program.  - Methods of evaluation are in line with learning outcomes in the course.  - Process of evaluating students’ achievements is fair. |
| Evaluation of availability of resources (spatial, human, IT) in learning and teaching | The procedure should contain at least answers to following claims:  - Spatial resources for implementing program are of high quality.  - Professors are available for consultation whenever I approach them.  - Teaching materials are available to students (e.g. library, internet sources). |
| Student satisfaction with the programme as a whole | The procedure should contain at least answer to the following claim:  I am satisfied with the program as a whole. |
| Evaluating student traineeships, if there are any-Evaluation of student practical work, where applicable (short description of training, grading procedures and means of quality assurance) |  |
| **Description of procedures for informing external stakeholders about the lifelong learning programme** |  |