

CURRICULUM FOR THE LIFE-LONG LEARNING PROGRAM¹ FEBT INTERNATIONAL SUMMER SCHOOL

<p>(1) OBJECTIVE(S):</p>	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Global Presence and Reputation: <ul style="list-style-type: none"> To expand the global presence of the Faculty of Economics, Business, and Tourism (FEBT) and strengthen its international reputation. To position the faculty as a competitive educational institution on the global stage. </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Cultural and Academic Exchange: <ul style="list-style-type: none"> To provide American students with the opportunity to experience European education and culture. To foster global connections and create long-term academic and professional networks. To enable domestic students to interact with peers from diverse cultural and educational backgrounds, enriching their academic experiences and broadening perspectives. </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Diversity and Collaboration: <ul style="list-style-type: none"> To enhance classroom dynamics through the inclusion of international perspectives, benefiting both local and international students. To open opportunities for academic collaborations with U.S. universities, such as research projects, faculty exchanges, and joint degree programs. </div> <div> <input type="checkbox"/> Meet Market Demand: <ul style="list-style-type: none"> To address the growing demand among American students for international educational experiences, particularly in Europe. To offer a focused and immersive educational experience in a unique European setting. </div>
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¹ Instructions for drafting the Curriculum for the life-long learning program can be found at the end of this form (delete after drafting the Curriculum)

	<input type="checkbox"/> Engagement with Local Community: <ul style="list-style-type: none"> To contribute to the local economy by attracting international students who engage with the hospitality industry, local businesses, and cultural tourism. To promote collaboration with local startups, SMEs, and innovation centers through workshops and real-world projects. To encourage cultural exchange and global awareness by immersing students in Split's cultural and historical heritage. 			
(2) TARGET GROUP:	Undergraduate and postgraduate students from the USA			
(3) METHODOLOGY:				
1. Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
2. Exercises	+ Individual	+ Group-based	+ Case studies	+ Field work
3. Written materials	+ Textbook	+ PP Handouts ²	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire
4. Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...

² It is recommended to avoid situations where the PP presentation is offered to participants in the Handout as the only accompanying written material with the absence of other methodological tools to support the acquisition of knowledge and skills. This has proven to be a bad practice in the field of non-formal education in general, and is often a reflection of the negligence of the performer himself.

(4) NUMBER OF CONTACT HOURS:	Per course: 40																						
(5) NUMBER OF PARTICIPANTS:	Up to 20 per course																						
(6) CONTENT:	NUMBER OF CONTACT HOURS	TEACHING STAFF																					
Module I - THE ECONOMICS OF AGEING → <i>Introduction to population ageing</i> → <i>Population ageing and consumption</i> → <i>Population ageing and firm-level changes with a focus on the input/employee perspective</i> → <i>Population ageing and firm-level changes with a focus on the output perspective</i> → <i>Economic aspects of long-term care (LTC) for older adults</i> → <i>The market for LTC services</i> → <i>Public policies related to LTC</i> → <i>Long-term care (LTC) for the older adults in Croatia</i> → <i>Population ageing and technological progress (automatisation/robotisation and development of artificial intelligence)</i> <table><tr><td>Lectures</td><td>+ PP slides</td><td>+ Discussion</td><td>+ Q & A</td><td>+ Brainstorming</td></tr><tr><td>Exercises</td><td>+ Individual</td><td>+ Group-based</td><td>+ Case studies</td><td>+ Field work</td></tr><tr><td>Written materials</td><td>+ Textbook</td><td>+ PP Handout</td><td><input type="checkbox"/> Worksheets</td><td><input type="checkbox"/> Questionnaire</td></tr><tr><td>Equipment</td><td>+ Notebook</td><td>+ LCD projector</td><td>+ Flip-chart</td><td><input type="checkbox"/> ...</td></tr></table>	Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming	Exercises	+ Individual	+ Group-based	+ Case studies	+ Field work	Written materials	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire	Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...	Module I 40	Prof. dr. sc. Josipa Višić	
Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming																			
Exercises	+ Individual	+ Group-based	+ Case studies	+ Field work																			
Written materials	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire																			
Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...																			
Module II - MACHINE LEARNING METHODS FOR CLASSIFICATION AND PREDICTION	Module II 40	Izv. prof. dr. sc. Tea Šestanović																					

- *Introduction to machine learning models. A brief history and development of machine learning models. Advantages and disadvantages of machine learning models.*
- *Methods of supervised learning.*
- *Methods based on decision trees.*
- *Support vector machines.*
- *Simple and multi-layered perceptron.*
- *Learning algorithms.*
- *Feedforward neural networks.*
- *Measures of appropriateness of machine learning models.*
- *Recurrent neural networks.*
- *Selected methods of unsupervised learning.*

Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
Exercises	+ Individual	+ Group-based	+ Case studies	+ Field work
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Module III - THE CROATIAN ECONOMY IN THE CONTEXT OF EU POLICIES

- *Review of Croatian Economic Development Path in the last 100 years*
- *Privatization and transition to market economy*
- *European Union*
- *Demography and retirement income system*
- *Labor market and labor migrations*
- *Infrastructure and economics development*

Module III
40

Prof. dr. sc. Željko
Mrnjavac
Izv. prof. dr. sc.
Lana Kordić

- *Monetary Policy, stabilization in the way to EURO*
- *Fiscal Policy*
- *Regional Policy*
- *Health system*

<i>Lectures</i>	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
<i>Exercises</i>	+ Individual	+ Group-based	+ Case studies	+ Field work
<i>Written materials</i>	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire
<i>Equipment</i>	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...

Module IV - REGIONAL ECONOMICS AND POLICY IN EU

- *Introduction: Understanding the phenomenon of regions and regional economies*
- *Theories of regional growth – classical and neoclassical approaches to regional growth*
- *Theories of regional growth – Keynesian approach and growth poles theory*
- *Theories of regional growth – New Economic Geography and new approaches*
- *Interregional trade – different approaches*
- *Regional labor markets – insights into different theoretical approaches*
- *Regional innovation ecosystems – perspectives and new insights*
- *Quality of governance at the subnational level – theoretical foundations*
- *Regional development policies – historical overview and current status*
- *New initiatives in regional development – Place-sensitive distributed development policy vs traditional approaches*

<i>Lectures</i>	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
<i>Exercises</i>	+ Individual	+ Group-based	+ Case studies	+ Field work

Module IV 40

Izv. prof. dr. sc.
Vinko Muštra
Izv. prof. dr. sc.
Blanka Šimundić

<i>Written materials</i>	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire		
<i>Equipment</i>	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...		
Module V - MACROECONOMICS. A EUROPEAN PERSPECTIVE <ul style="list-style-type: none"> → <i>Chapter 3: The goods market</i> → <i>Chapter 4: Financial markets</i> → <i>Chapter 5: Goods and financial markets: the IS–LM model</i> → <i>Chapter 6: The IS–LM model in an open economy</i> → <i>Chapter 7: The labour market</i> → <i>Chapter 8: Putting all markets together: the AS–AD model</i> → <i>Chapter 18: Economic policy in an open economy</i> → <i>Chapter 20: The crisis of 2007–2010</i> → <i>Chapter 25: European economic and monetary integration</i> → <i>Chapter 26: The euro: the ins and the outs</i> 					Module V 40	<u>Prof.dr.sc. Lena Malešević Perović</u>
<i>Lectures</i>	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming		
<i>Exercises</i>	+ Individual	+ Group-based	+ Case studies	<input type="checkbox"/> ...		
<i>Written materials</i>	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire		
<i>Equipment</i>	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...		
Module VI - MARKET RESEARCH METHODS IN THE SPORTS INDUSTRY <ul style="list-style-type: none"> → <i>Introduction to the course, objectives, and expectations</i> → <i>The motives and the role of market research in the sports industry</i> → <i>Sport Market Analyses</i> 					Module VI 40	<u>doc. dr. sc. Jasenko Ljubica</u>

- *Sponsorship and Branding*
- *Sampling for quantitative research, survey design, data collection methods in sports business research*
- *Quantitative data analyses*
- *Quantitative data analyses, interpretation and communication of quantitative research findings*
- *Sampling for qualitative research, research instrument design, data collection methods in sports business research*
- *Qualitative data analyses, Qualitative data interpretation techniques and effective communication of qualitative research findings*
- *Final Project Presentations*

Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
Exercises	+ Individual	+ Group-based	+ Case studies	<input type="checkbox"/> ...
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Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...

Model VII - MONETARY SYSTEM AND POLICY OF EU

- *The concept and motives of monetary integration and the process of monetary unification in Europe*
- *Institutional structure of eurozone*
- *Benefits and costs of Eurozone – aspects of small countries – Croatia*
- *Eurosystem monetary policy operational framework*
- *Designing Monetary Policy Instruments and Anti-crisis management of ECB*
- *Banking sector in EU: Facts and Figures. Causes and contest of European banking sector re-regulation (Basel III, Basel IV)*
- *Single supervision mechanism Single resolution mechanism Deposit guarantee scheme. Will the Banking Union be completed?*

Module VII 40

Prof. dr. sc. Mario Pečarić
Prof. dr. sc. Roberto Ercegovic
Prof. dr. sc. Josip Visković

- *The impact of ECB monetary policy on real sector*
- *Determinants of exchange rate*
- *Anti-inflation monetary policy*

Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
Exercises	+ Individual	+ Group-based	+ Case studies	+ Field work
Written materials	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire
Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...

Model VIII - ECONOMICS OF THE EUROPEAN INTEGRATION

- *History and genesis of the economic integration in Europe*
- *Institutional and legal system of the EU*
- *Budget of the EU*
- *Theory of customs union and the European single market*
- *Trade policy of the EU*
- *European common market and integration of the labour market*
- *Capital market liberalization and history of monetary integration*
- *Economic and monetary union*
- *Management of the economic and monetary union*
- *History of the EU-Croatia relations and perspectives for further enlargement*

Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
Exercises	+ Individual	+ Group-based	+ Case studies	<input type="checkbox"/> ...
Written materials	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire

Module VIII
40

Prof. dr. sc. Dražen
Derado

Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...		
Model IX - STRATEGIC MANAGEMENT <ul style="list-style-type: none"> → <i>What is strategy? History of strategy, strategy today</i> → <i>The external environment: general environment, defining an industry</i> → <i>The internal environment: identifying and appraising resources and capabilities, resource-based view, the dynamic capabilities perspective</i> → <i>Business-level strategy: how competitive advantage emerges and is sustained</i> → <i>Competitive rivalry and competitive dynamics: A model of competitive rivalry</i> → <i>Corporate strategies: internal growth: concentrations, integration, and diversification; stability and renewal</i> → <i>External growth strategies: Mergers, acquisitions, and strategic alliances</i> → <i>Global strategies and multinational corporation: the implications of international competition for industry analysis, multinational strategies</i> → <i>Strategy implementation: structure, culture, and control</i> → <i>Strategy and sustainability: the role of corporate social responsibility</i> 					Module IX 40	<u>Prof. dr. sc. Anita Talaja</u>
Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming		
Exercises	+ Individual	+ Group-based	+ Case studies	+ Field Work		
Written materials	+ Textbook	+ PP Handout	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Questionnaire		
Equipment	+ Notebook	+ LCD projector	+ Flip-chart	<input type="checkbox"/> ...		
Model X - METHODOLOGY OF ECONOMIC RESEARCH <ul style="list-style-type: none"> → <i>The nature of business research. Importance and scope of economic research.</i> → <i>Research approaches and research design. Generating and refining research ideas. Turning research ideas into research project. Research topic. Research structure and stages.</i> 					Module X 40	<u>Prof. dr. sc. Silvia Golem</u>

- *Critical review of the literature. Planning and conducting the literature search. Obtaining and evaluating literature.*
- *Sampling. Selecting samples. Probability sampling. Non-probability sampling.*
- *Differences between qualitative and quantitative data.*
- *Questionnaires. Designing the questionnaire. Administering the questionnaire.*
- *Interviews. Types of interviews. Preparing for the interview and interviewing competence.*
- *Secondary data. Data bases. Where to find and how to obtain secondary data?*
- *Analysis of quantitative data. Preparing, inputting and checking data. Descriptive statistics.*
- *Research results. How to present the obtained research results? Discussion. Academic writing style.*

Lectures	+ PP slides	+ Discussion	+ Q & A	+ Brainstorming
Exercises	+ Individual	+ Group-based	+ Case studies	<input type="checkbox"/> Field Work
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SVEUČILIŠTE U SPLITU - EKONOMSKI FAKULTET
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PROJECT MANAGER:

prof. dr. sc. Vlatka Škokić

(Vpr's Name name, surname *Vlatka Škokić*
and signature)

Date:	21.01.205.
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KLASA:602-06/25-02/01
URBROJ: 2181-196-05-04-25-05

Dostaviti:

1. CCO

Upute za izradu Izvedbenog plana:

Izrada Izvedbenog plana po stavkama od (1) do (6) je minimalni standard koji treba zadovoljiti da se program može predati na ocjenu Povjerenstvu za program cjeloživotnog obrazovanja i obrazovanja odraslih. Povjerenstvo može program prihvatiti, odbaciti ili tražiti dodatnu doradu programa. Povjerenstvo procjenjuje program na osnovu kriterija koji se moraju zadovoljiti prilikom izrade Izvedbenog plana. Kriteriji, odnosno minimalno očekivani standard koji ujedno predstavlja i naputak za pripremu je u nastavku (1-6).

- (1) Jasno definirati koje kompetencije (specifična znanja i vještine) kojima će polaznik ovladati do završetka programa su cilj edukacije/programa (tzv. *Intended Learning Outcomes*).
Npr. Po uspješnom završetku programa, polaznik će.... Iz kvalitetno razrađenih očekivanih kompetencija koje polaznik treba steći, proizlazi i kvalitetan odabir ciljne skupine.
- (2) Izabrati odgovarajući oblik i metode treninga vodeći računa o tome da polaznicima treba omogućiti:
 - ➔ da su slobodni postavljati pitanja i imaju mogućnost diskusije, odnosno da se komunikacija odvija dvosmjerno, npr. postavljanjem pitanja, otvaranjem diskusije, razmjenom iskustava;
 - ➔ da imaju značajan udio vježbi i primjera iz prakse koji su njima (ciljnoj skupini) primjereni, studija slučaja, igra branistormig-a, zadavanja zadataka...
 - ➔ da se provjerava ono što su naučili: postavljanjem pitanja, kroz diskusije, praktične vježbe i igre;
 - ➔ da se provodi dnevna evaluacija/evaluacija modula usmeno i tijekom izvođenja na način da se svakodnevno prate reakcije polaznika i sukladno povratnoj informaciji izvrši prilagodba;
 - ➔ da se provodi dnevna evaluacija/evaluacija modula i putem anketnog upitnika kojeg osmišljava voditelj programa. Dnevna evaluacija je ujedno i završna evaluacija kod seminara koji traju jedan dan.
 - ➔ da se provede i završna evaluacija putem anketnog upitnika koji sadrži razmišljanja i mišljenje polaznika o svim aspektima treninga (materijalima, načinu prezentacije, metodama, sadržaju, trenerima, trajanju, koristi za polaznika). Završna evaluacija se provodi uz dnevnu evaluaciju ako seminar traje više od jednog dana. Završnu evaluaciju osmišljava Voditelj programa.
- (3) Osnovni principi pisanih materijala:
 - ➔ Relevantan i primjeren potrebama korisnika;
 - ➔ Napisan jednostavnim jezikom kojeg korisnici mogu razumjeti bez poteškoća;
 - ➔ Podijeljen u manje cjeline koje su razumljive i koje se mogu apsorbirati bez poteškoća;
 - ➔ Standardiziran, odnosno predavači koji sudjeluju u njegovom osmišljavanju slijede ujednačene i prethodno dogovorene kriterije standardizacije (svi koriste isti template za PP prezentaciju i ostale pisane materijale, npr.).
- (4) Kod definiranja satnice voditi računa o tome da je količina i slojevitost obrade sadržaja adekvatna vremenu predviđenom za izvođenje, odnosno da je minimalno potrebno vremena za kvalitetnu obradu tema u skladu s raspoloživim vremenom ciljne skupine.

- (5) Optimalna broj polaznika podrazumijeva onaj broj koji omogućava:
- predavaču da uspješno i kvalitetno upravlja predviđenim vremenom i sadržajem programa a da pri tome omogući polaznicima da aktivno sudjeluju u izvođenju kroz primjenu raznovrsne, motivirajuće i interaktivne metodologije rada s odraslim osobama.
 - financijsku isplativost seminara sukladno postojećem Pravilniku EF-a o načinu raspodjele prihoda ostvarenih na tržištu od obavezne djelatnosti, Pravilniku EF-a o plaćama i drugim dohocima.
- (6) Razraditi sadržaj programa na način da:
- uvažava razinu prethodnog znanja, iskustva i potreba polaznika (osnovni andragoški principi);
 - obuhvaća **ključne funkcionalne i praksi orijentirane teme** korisne za specifičnu ciljnu skupinu polaznika;
 - pruža **cjelovit uvid** u zadanu temu, odnosno svaki modul/tema ima **sadržajno i metodološki** razrađene podteme tako da se prilikom čitanja Izvedbenog plan može procijeniti stupanj pripremljenosti za kvalitetno izvođenje programa u odnosu na postavljene ciljeve definirane Svrhom programa;
 - je koncentracija sadržaja adekvatna vremenu predviđenom za izvođenje, odnosno da je minimalno potrebno vrijeme za kvalitetnu obradu tema u skladu s raspoloživim vremenom ciljne skupine (time and quality management).

Ako se radi o programu koji je modularan na način da se sastoji od više razina (modula/manjih programa), odnosno omogućava da se program "cijepa" na 2 ili više jednodnevnih seminara, to se mora jasno naznačiti, te precizno definirati svaki jednodnevni programi po svim stavkama Izvedbenog plana (1-8).

Dogovoriti osnovne smjernice za standardizaciju rada na pripremi i izvedbi programa u skladu sa sljedećim principima:

- preporuča se **timski rad** u pripremi tako i u izvođenju programa,
- preporuča se **da se za svaki modul/temu oformi tim od minimalno dva izvođača** kako bi se maksimizirala kvaliteta pripreme i osigurale alternacije u izvođenju;
- preporuča se da se moduli izvode po principu **1 modul/tema = do max. 2 izvođača;**
- programski tim/ovi samostalno definira način i koordinaciju izrade predavanja i vježbi uz superviziju Vpr-a;
- po završetku priprema predavanja po modulima Vpr treba provesti eventualno potrebno usklađivanje u odnosu na cjelinu programa/seminara.