

**ЧЕСТОТА НА УЧАСТИЕТО НА СТУДЕНТИ ПРЕДУЧИЛИЩНИ УЧИТЕЛИ
В ИЗВЪНКЛАСНИ МУЗИКАЛНИ ДЕЙНОСТИ
В ХЪРВАТИЯ И СЛОВЕНИЯ**

**FREQUENCY OF PRESCHOOL TEACHER EDUCATION STUDENTS' PARTICIPATION IN
EXTRACURRICULAR MUSIC ACTIVITIES
IN CROATIA AND SLOVENIA**

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Abstract

Extracurricular music activities are those performed outside regular and obligatory school programme. Students' aesthetic education is the goal of art extracurricular activities. The point and purpose of these activities is to uphold favourable conditions for the realisation of various cultural-art activities through which the insight into different culture and art areas is gained. They are chosen according to one's own inclinations and interests. Extracurricular music activities are most frequently attended by primary and secondary school students in music schools, through choir and orchestra participation, and in cultural-art associations. During their higher education, preschool education students also have the possibility to widen their knowledge and skills within elective music courses. This work has examined the number of preschool teacher education students who had additional music education in the course of their primary and secondary education, as well as during their higher education. First and third year students of preschool teacher education, at teacher education faculties in Croatia and Slovenia, participated in the research (N=707). The results have shown that Slovenian students participated in extracurricular music activities throughout their primary and secondary education more often than Croatian students. According to the Chi-square test (χ^2), and contingency tables, Slovenian students sing in choirs, attend music schools, play in orchestras, and attend private music tutoring more often. It has been shown that third-year Croatian students attend elective music courses more often than Slovenian students.

Key words: *extracurricular music activities; music education; students of preschool teacher education*



Introduction

Music education is a part of the system which exists in educational institutions and can be linearly followed from elementary school, and then through secondary school and university. Formal music education is most frequently connected with learning about western music praxis, as well as traditional music of certain peoples. Besides being present as formal education, music education is also present in an informal mode. Jaffurs (2004) thinks that music education takes place in all situations in which the music is present. It can happen within communities, families and in interaction with peers. The link between formal and informal music education makes a connection between what a student knows and the new knowledge he/she is about to acquire. In this connection Oliveira (2005) finds the purpose of music education because it entails openness in musically and socially designed situations.

Extracurricular activities are various students' activities implemented outside regular and mandatory school programme and regular university programme. According to the *National Curriculum Framework*

for Primary School (2013), students choose them in accordance with their own inclinations and interests. They can be scientific, cultural-art, sports, technical and work activities (Vukasoviæ, 1995). Cultural-art activities include: art, music, drama, folkloric, dance and film activities, singing choirs, orchestras etc. Extracurricular music activities in secondary schools depend on the type of school and its programme, as well as on individual inclinations. Faculties of teacher education also offer students a certain scope of elective music courses within which they can additionally develop their knowledge and skills. Such activities develop creative and aesthetic expression and taste, and also experiencing and accepting artistic values.

Extracurricular music activities in Croatia and Slovenia

Elementary and secondary school students can attend extracurricular music activities in music schools, by singing in a choir, playing in orchestras (tamburitza, wind orchestras...), and through participation in cultural-art associations. In Croatia,

in elementary and secondary schools of general programme and music orientation students take the school subject *Music (National Curriculum Framework for preschool education, primary, and secondary education, 2011)*. In Slovenia, there's obligatory music teaching in elementary schools within the school subject *Music education (Study programme. Programme for primary school. Music education, 2011)*. It is also a part of the secondary school programmes in vocational and grammar schools (*Study programme. Music. Gymnasium: general, classical, specialized gymnasium, 2008*). According to Vidulin Orbania (2012), the purpose of music teaching is to systematically influence the formation of student's music identity, to empower music abilities development and influence their aesthetic education.

The most important extracurricular activities are taking place in music schools. Preschool children, elementary and secondary school students, interns, college and university students can all find education in music schools. In line with that, there are preschool education programmes, programmes for music interns and music programme. When we consider music schools in Croatia, according to the document about *Music Education of the Ministry of Science, Education and Sport (b.d.)*, students with pronounced abilities for music expression attend music schools. The aim of music educational system is the education of professional musicians of various profiles and interests which will enrich society with music art. The music school's tasks are: to enable the acquirement of music skills as well as overall music development; to promote music through public action; to better music culture in the school's environment. Primary music education lasts five years, secondary takes four years. Students who enrolled in secondary music schools have a special opportunity. They can attend only music school for a music profession, and they can also parallelly acquire the following professions: instrumental musician; singing musician; musician of theoretical course; instrument crafter and restorer.

Slovenian schooling system puts special weight on extracurricular music education which takes place within music schools. Music and dance, according to the *White Book (2011)*, is the foundation of Slovenian education's identity. Such combination is of vital importance for national culture, business and economy. This document emphasises that the state has to take care of music and dance groups' development. According to the *Law of Music Schools (2006)*, they should discover and develop music and dance talents, give knowledge and experiences, include children in singing and instrumental groups, motivate for further schooling, stimulate art experiences and expression. Music school enables art experiences realisation, and it happens through stimulating students for solo performance, through participation in chamber groups and orchestras. Specially gifted are directed towards competitive spheres, thus

stimulating them for future music profession. The goal and task of education in music schools in Slovenia is: discovering and developing music and dance talents; shaping and systematic betterment of population's music education; achieving relevant knowledge and gaining experience for participation in amateur ensembles, orchestras, choirs and dance groups; acquiring knowledge for further music and dance education; the ability of art experience and expression; the possibility of individual student's development in accordance with his/her abilities and developmental laws; education for tolerance, appreciating differences and cooperation; caring for preservation of national and general human heritage and national awareness development; education for multicultural society, with the purpose of developing and sustaining one's own cultural and national heritage (*Study programme. Programme for primary school. Music education, 2011: 5*).

Important nurseries of culture and music are cultural-art associations. Their scope encompasses art activity through music, singing, playing instruments and dancing. Most frequently they specialize for the culture in which children, young people and adults, cherish the customs of their land by keeping their heritage from oblivion. Such forms of active practice of customs; from music, dance, clothes, and playing typical people's instruments; are ideal for building music identities. According to Vukasovia (1995), cultural-art associations have exceptional importance in aesthetic education. It is one of the most frequent activities which students choose in elementary school and with which they frequently continue throughout their further education and life.

Extracurricular activities which include active music making, and in which a certain level of music expression can be achieved, are choir and orchestra (Rojko, 2012). In Croatian schools choir singing is an elective subject in elementary and secondary school. In Slovenia it is a mandatory activity in primary school, while it is elective in secondary school (Rotar Pance, 2013).

Music abilities and gaining additional skills and knowledge can be realised by attending private lessons. The individual chooses private tutoring according to his/her own interests which often entails focus and quality dealing with music. Additional music education can be gained in some other forms of activities too. Those can be various groups and groups of enthusiasts, amateurs who have the need for music expression out of their affinities and certain emotional attachment.

During higher education at Croatian and Slovenian faculties of teacher education, various elective courses, which can develop students' music abilities and prepare them for more quality work with children, are offered. According to the study programmes on faculties of teacher education in Zagreb, Osijek, Rijeka, Zadar, Split, Ljubljana, Maribor and Kopar, students can perfect their singing

and performing knowledge, knowledge about children's musicality, and their music competence. The elective subjects can widen knowledge about national music history, familiarise students with folklore music, dances and customs. Elective subjects are frequently directed towards children's music creation, at developing music perception and abilities (*Series of lectures*, UFZG, 2013; *Undergraduate university study programme of early and preschool education*, UFOS, 2007; *University programme of early and preschool education*, UNIRI UF, 2009; *Study programme*, UNIZD UF; *Programme of study*, UNIST FF; *Information Booklet UL PeF*; *Study programme – Preschool education*, UP PeF; *Study programme of the first degree*, UM PeF, 2013/2014).

Whether it is in the course of primary, secondary or higher education, practicing the stated forms of extracurricular music activities by preschool teacher education students can influence the attitude towards music's importance in the preschool period, and thus the work quality and the frequency of practicing music activities in kindergartens.

METHODOLOGY

Research problem, goal and hypotheses

Students with different music predispositions enrol into the Faculty of Teacher Education. Students' differentiation is with regards to their music abilities and music education.

Research problem is based on the question of how many first and third year students of preschool teacher education have had additional music education, where have they acquired the additional education, are there any differences between Croatian and Slovenian students with regards to participation in extracurricular music activities. The goal is to discover the frequency of additional music education within extracurricular music activities for Croatian and Slovenian students of preschool teacher education faculties in the course of their education.

The hypothesis follows:

H: It is assumed that Croatian students have participated in extracurricular music activities in the course of their education as frequently as Slovenian students.

Sample

The research included 707 students of the first (N=351) and third year (N=356) of preschool teacher education at faculties of teacher education in Croatia (N=406) and Slovenia (N=301). The questionnaire was filled by preschool teacher education students at teacher education faculties in Zagreb (N=148), Osijek (N=67), Rijeka (N=61), Zadar (N=67), Split (N=63), Ljubljana (N=88), Maribor (N=88) and Kopar (N=90). Considering gender, 694 of the subjects were female and 13 male. In regards to the students' structure considering the state of higher education, there are 4% of male students at Slovenian pedagogic faculties, and only 0.2% at Croatian.

Instrument

The research was done with the questionnaire which contains a short presentation of the research, its goal and content, in its introduction. The data of subjective and objective type were gathered with the use of Likert type and ordinal scales. Certain questions were stipulated dichotomously (yes-no). The questionnaire's reliability was established with the internal consistency method, so Cronbach Alpha coefficient of one ordinal scale was calculated. The reliability level was satisfactory ($\alpha=0.883$). The questionnaire's and rating objectivity was formed with clear instructions.

Data processing and the used statistical methods

The obtained data was processed in the SPSS (19.0) programme. Descriptive statistics was used for basic data analysis. Descriptive indicators for nominal and ordinal values were calculated and expressed in frequencies (f), percentages (%). The hypotheses have been verified with statistical test. Chi-square test (χ^2), contingency tables 2*2 was used. Statistical value was $p < 0,05$.

Interpretation of the results

Besides being linked to the individual's affinities, students' music activity is also associated with the type of finished secondary school. Most students of preschool teacher education in Croatia have graduated from general programme secondary school (68%). Most students in Slovenia have finished vocational schools (94%). The least number of subjects have graduated from art secondary schools (music, dance, visual arts), as little as 2.5% of Croatian and 1.3% of Slovenian students. Some students have finished two schools (e.g. comprehensive and art school) in both countries. 41.7% of the subjects had additional music education.

The attendance of additional music education, with regards to the state of higher education, is given in chart 1.

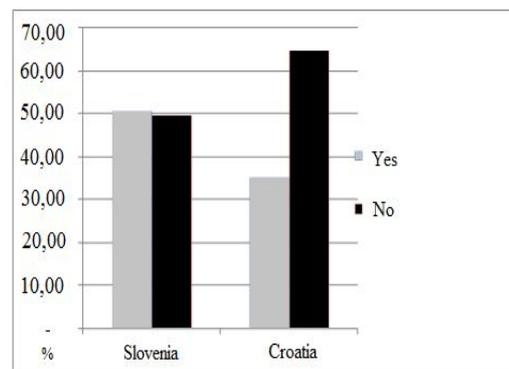


Chart 1. Number of students who attended additional music education with regards to the state in which they studied

143 students in Croatia had additional music education (35.2%), and 152 (50.5%) students in Slovenia.

Extracurricular music education serves as a form of individual's aesthetic upbringing. The length of attending additional music activities can influence the quality of music content comprehension. The time period of acquiring additional music education for students in Croatia and Slovenia is presented in Chart 2.

during their education equally frequent as Slovenian students.

Chi-square (χ^2) test was used to test the hypothesis; contingency tables 2*2 since it is about category variables. The variables (dychotomous), which measured the engagement in extracurricular music activities, were distributed as follows, showed in Table 1.

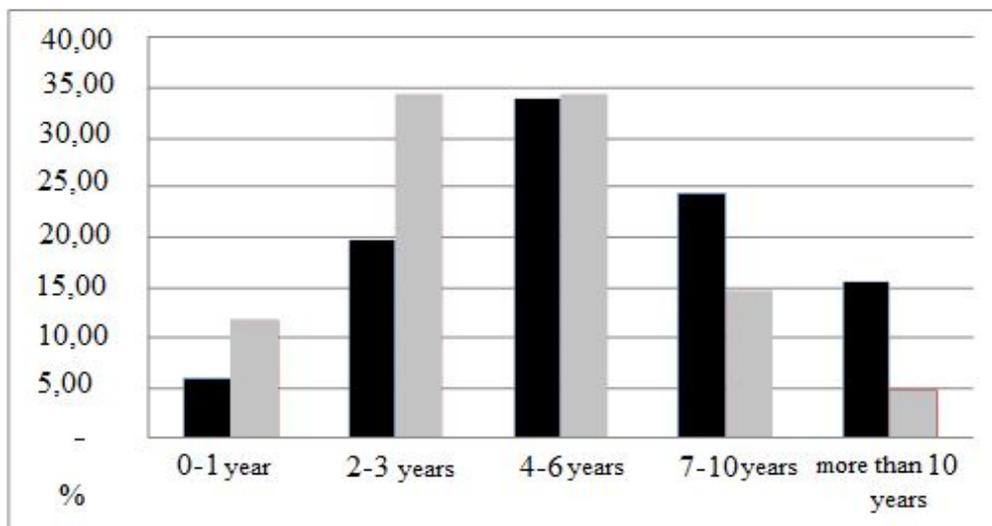


Chart 2. Time period in which the students acquired additional music education with regards to the state in which they studied

Comparing students in Croatia and Slovenia, it is noticeable that the greatest difference in attending additional music education is present in the category of more than 10 years (CRO: 4.9%; SLO: 15.7%). Approximately equal numeric value is present in the category of four to six years for Croatian and Slovenian students (CRO: 34.3%; SLO: 34%). In the category of learning music throughout the period of 0-1 year, there was 11.9% of Croatian and 19.7 % of Slovenian students. In the period of 7-10 years, 14.6% of Croatian and 24.5% of Slovenian students additionally practiced music.

The trend of small number of Croatian students who participated in extracurricular music education in the time period longer than 10 years was pointed out in the research by Blaškoviæ and Novakoviæ (2013). In Croatia, out of 144 preschool education students at the Faculty of Teacher Education in Zagreb, 36.8% of them have additionally, informally and artistically (visual arts and music) educated themselves. 4.2% of the students had additional art education longer than 10 years, and 11.1% of the students had the same in the time period of 2-3 years.

H: It is assumed that Croatian students have participated in extracurricular music activities

	Croatia		Slovenia	
	f	%	f	%
Music school	46	11,3	80	26,6
folkloric association	31	7,6	15	5,0
Choir	96	23,6	101	33,6
Orchestra	12	3,0	20	6,6
Private lessons	27	6,7	40	13,3
Other	9	2,2	10	3,3

Table 1. Subjects' engagement in extracurricular music activities

Considering the whole sample, small number of subjects have acquired additional music education outside regular schooling. The greatest number of subjects have participated in singing choirs (CRO=23,6%; SLO=33,6%), and the least of them have been in other additional music activities. Considering the set hypothesis, contingency tables

for the subsample (Croatia and Slovenia) and certain items will be shown in the further text.

Table 2 shows the values of the contingency table for the item: *I've acquired music education (experience) outside regular schooling in music school.*

Table 2. *Inclusion in music school as a part of extracurricular music education of students in Croatia and Slovenia*

			Music school		Total
			Yes	No	
State	Croatia	f	46	360	406
		%	11,3	88,7	100,0
	Slovenia	f	80	221	301
		%	26,6	73,4	100,0
Total		f	126	581	707
		%	17,8	82,2	100,0

$$\chi^2=27,441; df=1; p=0,000$$

Slovenia considering the engagement in music schools. 11.3% of the subjects in Croatia have attended music school, while that percentage is 26.6 in Slovenia. Music school attendance is small within the whole sample, but even smaller for preschool teacher education students in Croatia than in Slovenia. According to the statistics from *European Music School Union*, there were 21 129 (0.5%) students enrolled in music schools in Croatia, out of 4 439 400 people. According to the same source, 25 681 pupils, in the period from 0-25 years of age, attend music schools in Slovenia. The data from the year 2010 say that 2 050 189 people live in Slovenia, i.e. 548 324 people in the age group 0-25, meaning that 1.3 % of the population is educated in music schools. The information about the number of Croatian people between 0-25 years of age wasn't shown. This data from *European Music School Union* are in favour of the obtained results. Slovenian students of preschool teacher education studies have been engaged in music schools significantly more than Croatian students.

Table 3 shows the values of the contingency table for the item: *I've gained music education (experience) outside regular education in a choir (church, city...)*

Table 3. *Inclusion in a singing choir as a part of extracurricular music education of students in Croatia and Slovenia*

			Choir; church,city...		Total
			Yes	No	
State	Croatia	f	96	310	406
		%	23,6	76,4	100,0
	Slovenia	f	101	200	301
		%	33,6	66,4	100,0
Total		f	197	510	707
		%	27,9	72,1	100,0

$$\chi^2=8,445; df=1; p=0,004$$

Outside regular education, 23.6% of the subjects from Croatia have gained additional music skills and knowledge in a choir, and 33.6% in Slovenia. In accordance with the Chi-Square Test values, there is a statistically significant difference between subject from Croatia and Slovenia with regards to the choir engagement. Singing choirs aren't mandatory in Croatian primary and secondary schools. Schools with general programmes offer choir singing as an elective subject. In Slovenia, the practice of choir singing is extremely present and is a mandatory part of widely spread primary school programme. Every primary school must have a singing choir (Rotar Pance, 2013). In secondary schools singing is widely spread but not mandatory. According to the statistical data of *European Music School Union* (2010), 1 285 pupils have participated in Slovenian choirs. The information about the number of students who attend choir singing in Croatia isn't stated.¹

Table 4 shows the values of the contingency table for the item: *I've acquired musical education (experience) outside regular schooling in and orchestra (brass, tamburitza..)*

Table 4. *Inclusion in different orchestras as a part of extracurricular music engagement of students in Croatia and Slovenia*

		Orchestra; brass, tamburitza		Total
		Yes	No	
State Croatia	f	12	394	406
	%	3,0	97,0	100,0
Slovenia	f	20	281	301
	%	6,6	93,4	100,0
Total	f	32	675	707
	%	4,5	95,5	100,0

$$\chi^2=5,443; df=1; p=0,02$$

As Table 4 shows, there is a statistically significant difference between Croatia and Slovenia with regards to engagement in orchestras (brass, tamburitza...). 3% of Croatian subjects were engaged in an orchestra, and the percentage is 6.6 for Slovenia. There is a government institution in Slovenia named *Public Fund for Cultural Activities in the Republic of Slovenia* (JSKD) which, amongst other things, covers all instrumental playing in wind orchestras, tamburitza and mandolin groups, dance orchestras, big band, and rock groups¹. In Slovenia there is a *Association of Slovenian Music Groups* (Zveza slovenskih godb) which unites Slovenian orchestras, drummers and majorettes². There are no such organisations in Croatia.

¹ <http://www.musicsschoolunion.eu/emu-statistics/>
(22th October 2010)

Table 5 shows the values of the contingency table for the item: *I've acquired music education (experience) outside regular education in private tutoring.*

Table 5. *Students' inclusion in private music education in Croatia and Slovenia*

		Private tutoring		Total
		Yes	No	
State Croatia	f	27	379	406
	%	6,7	93,3	100,0
Slovenia	f	40	261	301
	%	13,3	86,7	100,0
Total	f	67	640	707
	%	9,5	90,5	100,0

$$\chi^2=8,880; df=1; p=0,003$$

In accordance with the values of the χ^2 Test, the conclusion can be drawn about the existence of a statistically significant difference between the subjects from Croatia and Slovenia in their engagement in private tutoring. 13.3% of the subjects in Slovenia had private lessons, and 6.7% of the subject in Croatia had the same.

With items *I've acquired music education outside regular schooling in folkloric association and I've acquired music education outside regular schooling in other activities*, there is no statistically significant difference between the subjects from Croatia and Slovenia (*Inclusion in folkloric association as a part of extracurricular music participation of students in Slovenia and Croatia*; =1,999; df=1; p=0,157; *Students' inclusion in separate music education in Slovenia and Croatia*; =0,808, df=1; p=0,369). Out of other music activities, preschool teacher education students have: sung in klapa groups, been band members, attended solo singing lessons, attended dance and ballet school and rock academy. They participated in music groups, elective groups in elementary school, in family surroundings, played in ensembles, in secondary schools, in the Orf group and in music seminars.

From the obtained results shown in the contingency tables, ***the hypothesis, which assumed Croatian students participated in extracurricular music activities during their education as frequently as Slovenian students, is dismissed.***

Slovenian students have been engaged in music activities outside regular education; those being in music schools, orchestras and private tutoring; more often than their Croatian colleagues. Considering the engagement in folkloric associations and other forms of activities, the differences between Croatian and Slovenian subjects aren't confirmed.

Inclusion in extracurricular education is important for gaining knowledge and skills from the

music area. Preschool teacher education students have the possibility, alongside regular music programme, to take elective music subjects. In music courses, students have the chance to widen their music knowledge and skills. Therefore, they should be motivated for participation in those offered elective courses on the faculties of their education as often as possible. Third year Croatian and Slovenian students of preschool teacher education were questioned about the frequency of attending elective music courses (N=356). Out of them, 44.4% have attended an elective course during the three-year faculty (CRO: 28.3%; SLO: 16.0%). According to the frequency of elective courses attendance, most students have attended several elective courses during their studies. First year was excluded from this part of the questionnaire because they have just enrolled in the faculty and couldn't attend the elective courses.

Slovenian students participate in elective music courses during their studies less than Croatian students. The reason for this could be the feeling of sufficient competence with Slovenian students in music skills, due to the frequent participation in additional music activities in elementary and secondary school. Poorer experiences of Croatian students throughout their primary and secondary education, and considering the demands of the faculty programmes, breed the bigger need to widen music knowledge and skills. It is one of the potential reasons why Croatian students take elective music courses during their studies more often.

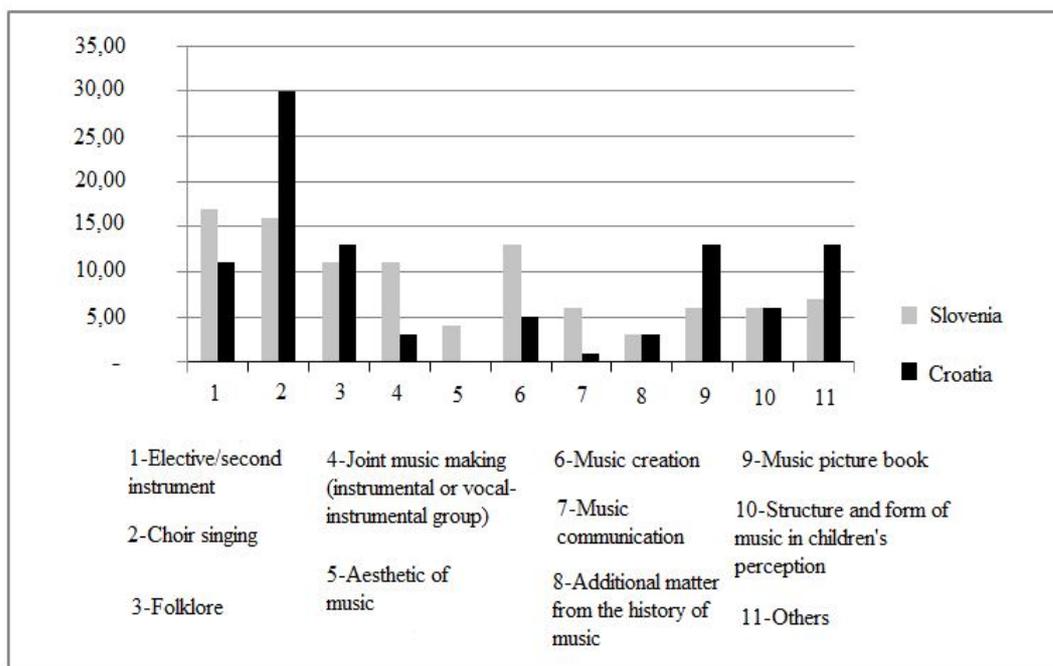


Chart 3. Frequency of attending elective courses from the music area at Croatian and Slovenian pedagogic faculties (N=158)

Out of 188 third-year students of preschool teacher education in Croatia, 101 students have attended elective music courses. The most frequent elective course was *Choir singing* (30%), followed by *Folklore*, *Music picture book* and *Other*, with 13% of the subjects for each course. None of the subjects have taken the elective course *Aesthetic of music*, while the least have attended the elective course *Music communication* (1%).

Out of 168 third-year students in Slovenia, 57 subjects have attended elective music courses during their studies. The greatest number of students from Slovenia have taken the elective subject *Instrument* (17%), *Choir singing* (16%), *Music creation* (21%). The least number of students have taken the elective course with the additional matter from *History of Slovenian music* (5%).

Conclusion

The research, in which Croatian and Slovenian preschool teacher education students have participated, has examined the students' inclusion in extracurricular activities throughout the course of their primary and secondary education. The inclusion in elective music courses during three-year preschool teacher education studies has also been examined. It was shown that the additional music education in Croatia and Slovenia is most frequently directed towards music schools, art-cultural associations and choirs. The frequency of inclusion into additional music education is an important indicator of preschool teacher education students' interests because music is an important part of the preschool curriculum. According to the obtained results, it can be concluded that Slovenian schooling system has more incentive

for students' inclusion in music activities than the Croatian. According to the *White Book of Education* (2011), the most important extracurricular activities in Slovenia are based on music and dance, and are implemented via music schools and by motivating students for participation in singing choirs. There is no such document in Croatia which would put a special emphasis on music education or education in general. The sole existence of a document which accentuates the importance of education and music education surely influences the students' direction towards music education. This is confirmed with the obtained results. In most results Slovenian students had higher frequency of participation in various

primary and secondary school music activities. During their studies Croatian students have chosen elective music courses more often.

The sum of overall music influences during a life, whether it is through the system of formal and/or informal education, can significantly reflect upon the work of preschool teacher education students - future preschool teachers. Every additional education influences the development of music abilities, the development of music sensitivity, and is surely reflected upon the frequency and quality of music activities' implementation in preschool institutions.

¹http://www.jskd.si/glasba/instrumentalna/kdo_smo_instrumentalna.htm (24th October 2014.)

²http://www.zvezaslovenskih-godb.si/zsg_predstavitev.html (24th October 2014.)

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