

Joint EU/CoE Project
Strategic Development of Higher Education and Qualification Standards

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1st Meeting on Qualification and Occupational Standards

Group “Education of Teacher”

13-15 February 2014, Vlašić

<i>(Working Group tasks after the first joint workshop)</i>	
1. Choose a group chairperson until the next joint workshop is held including a date and place of an internal Working Group meeting	
Group	Group “Education of Teachers”
Group Chairperson	Dr.sc. Meliha Bijedić, assistant professor
Members	
Date	13 Febraury-15 February 2014
Place	Vlašić, Hotel Blanka
2. Find study programmes at your universities for agreed profile and the level of qualification	
Titles of programmes and names of universities	University of Tuzla: General class teaching, Pedagogy/Psychology, Special education-rehabilitation, History, B/C/S languages
	University of Sarajevo: Faculty of Natural Sciences /Physics, Chemistry, Biology, Mathematics, Geography; Faculty of Philosophy/ History, Sociology, Philosophy, English, German, B/C/S languages
	University of Bihać: Faculty of Pedagogy /7 study programmes
	University of Banja Luka: English language and literature, Italian, Serbian, German, Russian/Serbian language and literature, French; General class teaching
	"Džemal Bijedić" University: English language and literature, Biology, Chemistry
	University of Mostar: Faculty of Philosophy/English language and literature; Faculty of Natural Sciences/ Geography
3. Analyse written statements of intended learning outcomes in programmes	
<i>(3-A) Intended learning outcomes are well written in the following programmes</i>	University of Tuzla: Special education-rehabilitation
	English language, Džemal Bijedić University of Mostar
	English language, University of Mostar
	University of Banja Luka: Learning outcomes are well written at the level of study programmes, but completely omitted at the level of subjects
<i>(3-B) Intended learning outcomes</i>	University of Tuzla: General class

<p><i>are partially written in the following programmes</i></p>	<p>teaching</p> <p>University of Sarajevo: Physics, Mathematics, Biology</p> <p>University of Banja Luka: General class teaching</p>
<p><i>(3-C) Intended learning outcomes are not written in the following programmes</i></p>	<p>University of Sarajevo: Faculty of Natural Sciences/Geography and Chemistry; Faculty of Philosophy/all programmes</p>
<p><i>In the case of 3-A, choose one of such programmes and write intended competences at the level of programme</i></p>	<p>University in Tuzla: Special education-rehabilitation</p> <p>In the course of undergraduate studies students will obtain basic knowledge on intellectual difficulties, motor skills disorder and chronic diseases, visual impairment (terminology, definitions, classifications), about cognition processes in those individuals (sensory functions, perception, memory, attentiveness, intelligence, application of Piaget's theory, and Vygotsky's zone of proximal development theory), about their emotional development, about learning methods, about teaching methods. Basic objective of the university study programme "Special education and rehabilitation" at the first study cycle is to help students acquire theoretical knowledge and practical skills in prevention, diagnosis, rehabilitation and education of individuals with intellectual difficulties, motor skills disorders, and chronic diseases and visual impairment of all age groups.</p> <p>English language at Džemal Bijedić University (DZB):</p> <p>Upon the completion of the first cycle, student will be able to:</p> <ul style="list-style-type: none"> - master English language skills at the B2+ level of CEFR scale with regard to four basic skills (comprehension, reading, writing , speaking). - master translation skills (written), at the level of recognizing types of written translation, and have ability to note and come over the most frequent pitfalls of translation, and be in a position to perform target language translations independently - possess knowledge of methodology and pedagogy, have skills and be knowledgeable of approaches required for teaching English in elementary and secondary schools. - use technical tools such as computer programmes required for text processing, presentations, and

	<p>also typical methodology tools such as <i>smart boards</i> available at the Department.</p> <ul style="list-style-type: none"> - communicate and be able to work in a team, and carry out individual language and methodological problems related research.
<p><i>In the case of 3-A, choose one subject from the chosen programme, and write intended learning outcomes</i></p>	<p>University of Tuzla: Special education-rehabilitation / Introduction into autism spectrum disorders</p> <p>After passing the exam students will be able to:</p> <ul style="list-style-type: none"> • define and describe autism spectrum disorders; • recognise and make difference among persons' characteristics, and specificities of learning, thinking, memorizing, perception, and speech development within different disorders of autism spectrum; • categorise individuals with autism spectrum disorders based on assessment and diagnosis; • name, explain and apply different programmes used in treating autism and other neurodevelopmental disorders; • assess and choose the best approach in treating autism spectrum disorders; make an education-rehabilitation related report with all required components
	<p>Džemal Bijedić University</p> <p>Correspondence:</p> <p>Upon successful completion of this subject student will be able to:</p> <ul style="list-style-type: none"> - recognise basic forms of business correspondence in the English language - recognise and use properly characteristics of administrative-legal style - maintain business correspondence in traditional and modern written forms - intervene in situations involving business correspondence by transferring from Bosnian (source language) into English (target language) and vice versa - successfully use computer programmes and tools needed for development of documents
<p><i>In the case of 3-B, choose one of such programmes and write intended competences at the level of programme</i></p>	<p>University of Tuzla: General class teaching</p>
	<p>Developmental psychology</p>

	<p>Based on the content of programmes and objectives students will be able to:</p> <ul style="list-style-type: none"> - understand notions in the field of developmental psychology - understand certain aspects of human psychological development, recognise potentials and skills of individuals through psychological development; - analyse the most important problems of developmental psychology in the world and in our country
<p>4. Analyse assessment criteria and procedures of achieved knowledge, skills and competence as written in programmes</p>	
<p><i>(4-A) Assessment criteria and procedures are well written in the following programmes</i></p>	University of Tuzla: Special education - rehabilitation
	Džemal Bijedić University: English language
<p><i>(4-B) Assessment criteria and procedures are partially written in the following programmes</i></p>	University of Tuzla: General class teaching
	University of Sarajevo: Faculty of Natural Sciences /all study departments
	University of Banja Luka, Faculty of Philology
<p><i>(4-C) Assessment criteria and procedures are not written in the following programmes</i></p>	University of Banja Luka: General class teaching
<p><i>In the case of 4-A, choose one subject from the chosen programme, and write assessment criteria and procedures</i></p>	<p>English Language at DZB (Džemal Bijedić University) – Correspondence</p> <ul style="list-style-type: none"> - Students are required to write all covered written forms for homework. Students may be awarded 40% for the homework out of total credits. Apart from homework, main and most comprehensive is the final exam, which carries 60% of the total mark. <p>Written forms assessment criteria: Sentences & Paragraphs</p> <p>4-Sentences and paragraphs are complete, well-constructed and of varied structure.</p> <p>3-All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</p> <p>2-Most sentences are complete and well-constructed. Paragraphing needs some work.</p>

	<p>1-Many sentence fragments or run-on sentences or paragraphing needs lots of work.</p> <p>Grammar & spelling (conventions)</p> <p>4-Writer makes no errors in grammar or spelling.</p> <p>3-Writer makes 1-2 errors in grammar and/or spelling.</p> <p>2-Writer makes 3-4 errors in grammar and/or spelling</p> <p>1-Writer makes more than 4 errors in grammar and/or spelling.</p> <p>Capitalization and Punctuation</p> <p>4-Writer makes no errors in capitalization and punctuation.</p> <p>3-Writer makes 1-2 errors in capitalization and punctuation.</p> <p>2-Writer makes 3-4 errors in capitalization and punctuation.</p> <p>1-Writer makes more than 4 errors in capitalization and punctuation.</p> <p>Ideas</p> <p>4-Ideas were expressed in a clear and organized fashion. It was easy to figure out what the homework/letter was about.</p> <p>3-Ideas were expressed in a pretty clear manner, but the organization could have been better.</p> <p>2-Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the homework/letter was about.</p> <p>1-The homework/letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</p>
<p><i>In the case of 4-B, choose one topic from the chosen programme, and write assessment criteria and procedures</i></p>	<p>University of Tuzla, General class teaching /Developmental Psychology</p> <p>Educometry methods will be used in measuring education achievements:</p> <ul style="list-style-type: none"> - Objective testing - Essay – tests <p>Development of projects and presentations</p>
<p>5. <i>Analysing chosen programmes and subjects, discuss the harmonisation between intended learning outcomes and assessment criteria and procedures</i></p>	
<ol style="list-style-type: none"> 1. With regard to the majority of the analysed study programmes there are no criteria and procedures for the harmonisation of learning outcomes with assessment criteria and procedures 2. There is harmonisation with 5 study programmes (UNMO: English language; SVEMO: English language; UNTZ: Special education and rehabilitation; Logopedics and Audiology and Behaviour Disorders) 	

6. Write all challenges during the work and overcome

1. Inconsistency in using terminology (syllabus, programme, subject area, module, subject, objectives, outcome, assessment criteria)
 - programmes are designed taking into account the content, and not knowledge and skills which students should obtain (competence)
2. Accessibility of teaching curriculum
 - teaching curricula are not announced on web pages
 - teaching curricula are not properly stored/they are very difficult to find
 - Džemal Bijedić Faculty of Education, and Sarajevo Faculty of Pedagogy: curriculum not accessible
3. Variety of forms at the university
4. Academic community is not familiar with the notion of learning outcome, assessment criteria and test procedures in relation to learning outcomes.
5. Lack of recognising the need on the side of the academic community to introduce learning outcomes
6. Criteria and assessment procedures are not defined at the level of programmes, which is written in the questionnaire itself, but differs from what is stated in programmes.