

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



2nd Workshop on Qualification and Occupational Standards
10-12. April 2014, Jahorina

<i>Working group tasks after the second common workshop</i>	
1. Group, chairperson of the group, members, date and place of the group internal meeting	
<i>Group</i>	Teacher training
<i>Chairperson</i>	Ast. prof. dr. Selma Porobic
<i>Members</i>	Assoc. prof. dr. Samra Međedović Ast. prof. dr. Edina Špago-Ćumurija dr. Ivan Madžar dr. Marijana Sivrić prof. dr. Nevzet Veladžić Ast. prof. dr. Jorgić Draženko Ast. prof. dr. Selma Porobić Ast. prof. dr. Alma Dizdarević Ast. prof. dr. Vanes Mešić Haris Muhic
<i>Date</i>	10-12 April 2014
<i>Place</i>	Jahorina
2. Chosen study programmes at universities in BiH for agreed profile and level of qualification	
<i>Titles of programmes and universities</i>	University of Sarajevo , Faculty of Philosophy: English Language and Literature (1 st cycle)
	University of Tuzla , Faculty of Philosophy: English Language and Literature (1 st cycle)
	University of Banja Luka , Faculty of Philology: English Language and Literature (1 st cycle)
	University of Mostar , Faculty of Philosophy: English Language and Literature (1 st cycle)
	Džemal Bijedić University Mostar , Faculty of Humanities: English Language and Literature (1 st cycle)
	University of Bihać , Faculty of Pedagogy: English Language and Literature (1 st cycle)
3. Name, level and volume of qualifications of those programmes	
<i>Name/s</i>	Bachelor – English language and literature Professor (high-school) of English language and literature (Banja Luka and UNMO)
<i>Level</i>	Level 6 – first cycle of higher education
<i>Range of volume - ECTS)</i>	180 ECTS - SVE and UNSA 240 ECTS - others
4. For the selected programmes of study:	

- Analyse topics in study programmes, their learning outcomes and/or content.

In **Table 1** annexed to this document.

- Choose and write those, that are in all study programmes (or similar):

Table 2

Subject and ECTS	Tuzla	Sarajevo	Bihac	UNMO	SVEMO	Banja Luka
Teaching methodology (3-23)	Yes	Yes	Yes	Yes	No	Yes
Mother tongue (2-8)	Yes	Yes	Yes	Yes	Yes	Yes
Pedagogy (3-6)	Yes	Yes	Yes	Yes	No	Yes
Psychology (3-5)	Yes	No	Yes	Yes	No	Yes
Didactics (3-4)	Yes	No	Yes	No	No	No
Methodology practicals (2-6)	Yes	Yes	Yes	Yes	No	Yes
Foreign language (2-24)	Yes	No	Yes	Yes	Yes	Yes
Methodology (5)	No	No	No	Yes	No	No
IT (4-6)	No	No	No	Yes	Yes	Ne
Inclusion (2)	No	No	Yes	No	No	No

***Note: ECTS range from one faculty to the next (from minimum to maximum)**

- Organise them in groups and write range of ECTS

-The task is presented in the above Table 2 with subjects and the ECTS range

5. Write challenges during the work and what you did to overcome them

- The University of Mostar has a programme of study in English Language and Literature (3+2) but their elaboration does not state that they educate teachers in the first cycle: all the subjects related to pedagogy, psychology and methodology are in the second cycle.
- The University of Sarajevo has two subjects in the first cycle

programme, educating primary school teachers only.

- Subjects in pedagogy and teaching methodology are treated differently at all the faculties, and some offer them as electives.
- Subjects that should be general/generic are reduced to a minimum or absent or offered as electives (IT, foreign languages...)
- Inclusion has not been introduced as a separate first cycle subject (only Bihać offers it as an elective).
- Methodology practicals are a separate subject only in some programmes (in most cases it is part of teaching methodology, though with different number of hours per subject in practice).
- Provide for legal and procedural support in the community for easier organisation of student practice in teaching programmes.
- We were generally unable to obtain elaborations of programmes of study and syllabi were incomplete, with no learning outcomes or unavailable
- ECTS volume has not been harmonised with the actual student load and differs considerably from one university to the next, particularly in relation to identical or very similar subjects.
- Programmes of study have not been harmonised with state-level first cycle descriptors.
- It is necessary to raise awareness and change the status of general education subjects and transferrable skills in teacher training programmes.
- We continue to underscore the need to educate teaching staff in order to raise awareness related to harmonisation with European standards and the labour market, as well as improving competences in this area.