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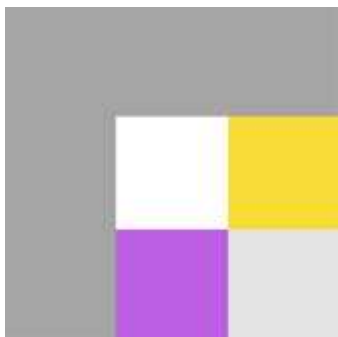
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Expectations and Views of the Participants of the Lifelong Learning Program in the Didactics Course

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Abstract

Most European documents highlight the importance of lifelong learning, which raises the question of the quality of its teaching. There are different types of lifelong learning focused on the specific competencies of the participants. The pedagogical-psychological and didactic-methodological competencies are considered to be the basic ones. A large number of teacher education faculties in Croatia and in the world offer this kind of training in primary and secondary education to the teaching staff who did not have courses in educational and psychological studies in their undergraduate/graduate professional or university studies. Equally important is the training of the assistant teachers who work at universities and in professional or university studies and who have not attended the pedagogical-psychological group of courses. This need in education has been recognized by, among others, The Faculty of Teacher Education Osijek, which organizes this type of education. This study aims to explore the expectations of the participants of lifelong learning (Module B) in the Didactics course through on-line questionnaire on the basis of the comparative analysis of the two generations of participants and to explore whether their expectations have changed given the differences between the generations. In addition, the aim is to examine the participants' views on the length of the training, difficulty and volume of course obligations. The aim is also to examine whether the participants expect the Didactics course to be a model of teaching that they would copy at their faculties and to examine the type of teaching that the assistant teachers would like to have at their faculties. Results show that both generations of participants consider the Didactics course important and that it should represent a

teaching model that they will be able to copy at their faculties. Length of the course is appropriate, but the number of obligations is not satisfactory.

Key words: *didactics; lifelong learning; quality; teaching at the university level; university teaching.*

Introduction

Thinking about the importance of lifelong learning, which is a part of the strategy and top of the overall system of education, we raise the question of its quality. The quality of university teaching has mainly been assessed on the basis of students' pass rate in certain courses and the average number of years spent studying at certain universities. It is extremely difficult to find a definition of quality education that could be generally applied. Therefore, authors define the term *quality* differently. Kiper and Mischke (2008) believe that the quality of teaching consists of the quality of the process and the quality of the "product". Ahead of us who deal with the issue of lifelong learning is the task to make the quality of the process more successful in order for that kind of teaching to have a multiple effect on all the participants of the educational process.

Glanville (2006) lists the standards and guidelines which ensure quality in European Higher Education Area (EHEA). They were accepted at a conference in Bergen (2005) and became obligatory in the countries which signed it. Williams (1996) lists three main mechanisms of quality assurance in higher education. These mechanisms are *accreditation*, *assessment* and *academic audit*. *Accreditation* determines whether an institution of higher education has minimum threshold criteria. The term *assessment* refers to the evaluation of the quality of certain educational activities. In other words, it indicates the guarantee of the quality of teaching in the institutions that exceed the minimum requirements. The term *academic audit* focuses on the processes that produce the quality and methods by which institutions and university departments ensure quality achievement.

Reisz and Stock (2013) explore the relationship between the expansion of higher education and the development of unemployment among people with higher education according to their disciplines using time series data. The authors emphasize the importance of aligning the individual disciplines in relation to the labor market. In Croatia the emphasis is also on the necessity of these changes which, unfortunately, do not follow the necessary pace. They are inert and often lag behind the needs of the market, saturating employment bureaus with a number of already existing professions. Lifelong learning should, at the very least, help individuals to retrain for a new job position, according to the labor market needs. It should help them to keep, change or to be re-employed in another job position. Reorganization of university teaching should go in this direction as well as the changes of the role of the university professors.

There is no efficient reorganization of the quality of the overall university education and teaching without the change of the paradigm of the necessity and importance of the lifelong learning of university professors¹, which was recognized, among others, by Bognar and Kragulj (2010):

“University professors cannot stay at the beginner didactic and methodological level and copy the teaching of their professors. They need to, within the program of lifelong learning, follow the changes in the pedagogical sciences and constantly modernize their teaching”.

In addition to following the mentioned changes, and ensuring their scientific and professional development, it is also crucial to provide pedagogical training for all the assistant teachers who did not attend any courses in pedagogical studies but started working within the system of higher education. Peko (2011/12) points out that faculties and universities educate future teachers (of different profiles, qualified for teaching). By developing and improving in the professional and pedagogical-didactic sense, assistants eventually become university professors. This is supported by the following quote. Peko (2011/12) points out that in non-teaching faculties students do not have the pedagogical group of subjects and start teaching as young people who are not qualified for this very complex and demanding job which requires the knowledge of pedagogy, psychology, didactics and methodology, that they have nowhere to acquire.

At the end of their training, the assistant teachers themselves talk about its importance and the question of why pedagogy, didactics and psychology are not prerequisites for working in the institutions of education.

It is difficult to talk about the quality of teaching at the university level, when it has for many years mostly been a copy of teaching that these same professors experienced in their student days. Heid (2013), dealing with the question of structure and the process of evaluation of the quality of education and teaching, said the following about quality:

“Quality is not the object of evaluation, but the result of the evaluation of an object. Quality cannot be seen and everything that can be seen is not quality. It does not exist outside the judgmental evaluation of the subjects who disagree in their views, beliefs and interests and at various decision levels have intersubjectively differing opportunities to assert their quality notions and enforce them”.

An even bigger problem occurs when teaching assistants copy the teaching of their senior colleagues and/or mentors considering it necessary to acquire a certain form of teaching that is characteristic of a particular university, course or professor. Another comment provided by the participants witnesses the necessity of their training:

¹ The term university professor refers to a person of both genders working in institutions of high or higher education in the system of teaching for a variety of professions.

"I think that anyone who enters postgraduate studies should take these classes regardless of whether they work at university or not. Proper communication, pedagogical education and knowledge transfer should interest all people with higher education degrees"².

The pedagogical and didactic competencies are extremely important because they directly affect the quality of teaching, but also transcend its frames by acting in the broader social context. Peko (2011/12) lists some of the tasks set before the assistant teachers in their pedagogical training: to raise the awareness of the need for lifelong learning, develop the ability of critical thinking and evaluation of learning activities, to introduce the most important theories, concepts and dimensions of education, to raise the awareness of the goals that indicate educational outcomes, to develop communication skills, an awareness of the ethics of this profession, cultural awareness and expression, to encourage and train for self-organized learning.

Schiersmann (2010) states that educational, occupational and employment counseling has become extremely important in the context of the individualization of educational and professional biographies and lifelong learning programs. In the context of lifelong learning, counseling becomes suitable for different motives for learning. Mienert and Pitcher (2011) speak about the importance of lifelong learning accessing it from a pedagogical-psychological context.

Future Steps in the Development of the Quality of Higher Education and Lifelong Learning

It is difficult to determine the exact steps necessary for the creation of the educational and teaching processes in higher education and lifelong learning which should be realized during the course. The profiling of such activities is subject to a particular social system which is usually unclear and is not specifically defined. The decision is made by means of the education policy (from pre-school to the end of the studying period and the required lifelong training). The key issue is what kind of policy it is, who adopts it (which bodies) and who will enforce it and how. The issue of its appropriateness and potential applicability in practice remains questionable because this is an issue of whether the base (educational institutions and individuals) is content with the implementation of the adopted directions aimed at development carried out by means of set educational-political orientations and performed with corresponding readiness. Therefore the issues of high-quality professionalization and excellence achievement are delicate and questionable in the context of university teachers who teach young students as well as students of teacher education faculties and non-teaching faculties (potential future assistant teachers). It is necessary to set clear objectives at the very beginning and then focus on realistic achievement assumptions – a development strategy,

² Source: Moodle, Course: Visokoškolska didaktika. Handed in on Monday, 27 February 2012

system strategy and the structure of the overall concept and quality education. The main objective involves acquiring professional and pedagogical competencies. Such activities will help raise personal challenges, various types of motivation, feeling and need for creativity, productivity and competition. These are the preconditions for achieving excellence as the highest level of quality. An appropriate degree of monitoring, management and control of the achieved efficiency in different stages of development will contribute to achieving quality. The obtained research data, mentioned earlier in the text, confirm such notions.

Different approaches to education in the world are reflected in the level of higher education and lifelong learning in different ways. The trend in the USA is *learning by doing* where mistakes are corrected by doing. Japanese approach is different and it refers to *learning by experience* where corrections are made on the move in order to avoid wasting time and making sure that results are achieved. This is quite a logical step for the Japanese who are considered to be workaholics. Korea, the second eastern industrial giant, has an interesting approach. They are very practical, bold and thus ingenious. Their concept of the development of education and thus production is based on the notion that everything has already been invented and all they need to do is combine, integrate and further develop the provided activities and processes. With their philosophy they connect everything they get and then make something new, which then becomes qualitatively recognized and praised worldwide (*learning by integrating*). It is possible to find a number of similar concepts and orientations in other countries but it is always important to recognize and adjust that which is closest and most useful to a particular country and the character of its people.

Research Methodology

The study was conducted at the Faculty of Teacher Education in Osijek in the academic years 2010/2011 and 2012/2013. A comparative analysis of the two generations of participants was carried out in order to provide answer to the question whether their opinions changed with respect to a certain time period and whether the assistant teachers of the University in Osijek developed greater awareness of the need to obtain pedagogical training in order to be able to apply that knowledge to their own teaching. Better interpretation of the results was achieved by combining the quantitative and qualitative approaches.

The Didactics course was realized with the help of the permanent groups that were formed during the first lesson. The groups consisted of six members who came from different faculties, which enabled them to exchange experiences from other scientific fields. For better group cohesion, each group created its own name, which they used to present themselves to other groups. Each group chose its representative and each member of the group had a role in the group. Participants had group tasks in groups that needed to be solved by the end of the course. The tasks were:

- a) To create a course mind map. The course mind map was supposed to include all the contents that were discussed in the classroom, the group's attitudes and comments dealing with particular didactic phenomena;
- b) Project design, project implementation and project presentation related to different problems of university teaching;
- c) To attend classes in the role of a critical friend (each group member was supposed to host at least one critical friend in his/her class at the faculty where (s)he teaches and supposed to attend at least one class taught by his/her critical friend). After attending classes, we talked in class about the possibilities of improving university teaching;
- d) To participate in the activities provided in Moodle;
- e) To participate in classroom activities.

During the training, Module B was organized in the form of direct teaching and distance learning which was carried out in Moodle. A questionnaire (with the same types of questions for each generation) was set up in Moodle in the academic year 2010/2011 and 2012/2013. The aim of the questionnaire was to collect data about the participants' expectations in the Didactics course. Correlation between the two generations of participants was examined by the Pearson correlation coefficient.

Participants and the Research Process

The participants of the Module B – assistant teachers at the University in Osijek, who in their education had not taken the pedagogical-psychological group of subjects, participated in the study. The number of participants who participated in the study was $N=70$.

The groups were diverse because they were composed of assistant teachers from different faculties. The richness of their experiences that they brought from different professions certainly enriched the teaching, and provided insight into the experiences and teaching of different areas. For the above mentioned reasons, it is necessary to prepare the Didactics course for the interdisciplinary research areas. Table 1 illustrates the attendance of the assistant teachers from various faculties.

Table 1
Attendance of the participants of Module B from various faculties

	2010/2011	2012/2013
The Academy of Arts in Osijek	4	5
The Faculty of Food Technology in Osijek	3	3
The Faculty of Medicine in Osijek	8	8
The Faculty of Agriculture in Osijek	/	12
The Faculty of Law in Osijek	3	5
The Faculty of Civil Engineering in Osijek	3	7
The Faculty of Economics in Osijek	6	/
The Faculty of Electrical Engineering in Osijek	2	/
Mechanical Engineering Faculty in Slavonski Brod	4	/
Total	33	40

Table 1 shows the attendance of assistant teachers from individual faculties in cycles with regard to the time period. We notice that in the academic year 2012/2013 assistant teachers from the Faculty of Civil Engineering, The Faculty of Economics and The Faculty of Electrical Engineering were not represented, whereas assistant teachers from the Faculty of Food Technology, who were not present in the group of participants in the academic year 2010/2011, came in large numbers. Thirty out of the total of 33 participants participated in the study which was conducted in the academic year 2010/2011, whereas all the assistant teachers attending the course participated in the study which was conducted in the academic year 2012/2013. This data is supported by the participants' interest and positive exchange of information among the groups as well as other factors such as the motivation of professors to participate in the research.

Research Ethics

Only questions that did not infringe the participants' intimacy were used in the research. Research participants voluntarily agreed to participate in the research. Research method and its purpose were appropriately explained to the participants. The participants needed 10 minutes to fill in the questionnaire. The research guarantees anonymity to the participants in the way that neither their individual data were shown, nor were the values of two and/or more individuals compared. The data were group screened.

Research Instrument

Questionnaire was the instrument that was used in the research. Participants filled in the questionnaire online in Moodle. With regard to the fact that the assistant teachers' training at the University of Osijek has been a novelty in the last few years, the questionnaire was designed in a way to provide the participants' answers related to their attitudes to the importance of the Didactics course, reasons for enrolling the course, the appropriateness of the course and course obligations. In addition, the questionnaire provided answers to the questions regarding their expectations in terms of the level of interest (*experience* – what they want to experience in the classroom, *cognition* – what they want to learn, *psychomotorics* – competencies which they expect to develop in the classroom) and the level of needs (especially *social needs* – related to group activities and *self-actualization*). An important part of the questionnaire referred to the participants' suggestions related to teaching that were of great importance for future classes as well as the evaluation of the already conducted classes.

The questionnaire consisted of 10 questions (open-ended questions, true/false questions, multiple choice questions and Likert scale questions).

The first question referred to the reasons for entering the Didactics course (four offered answers).

The second question referred to the importance of the course (four offered answers).

The seventh question referred to the length of the course (three offered answers).

The eighth question referred to the course obligations (three offered answers).

The fifth and the sixth questions were Likert scale questions. The fifth question focused on what the participants wanted to experience in the Didactics course. The sixth question focused on their expectations in terms of their needs. Value 1 represented complete disagreement and value 5 complete agreement with the statements.

The ninth question was a true/false question and it referred to the Didactics course as a model of teaching that the participants would copy in their own teaching.

The questionnaire contained three essay questions: What do participants want to learn in the Didactics course (*the third question*), which skills do they expect to develop (*the fourth question*) and make suggestions for the Didactics course in the future (*the tenth question*).

The participants filled in the questionnaire after the first five lessons of the Didactics course.

Research Objective and Hypotheses

The aim of the research which was conducted in the academic years 2010/2011 and 2012/2013 was to explore the expectations of the participants of the lifelong learning program in the Didactics course and to determine whether there were any differences between the two generations. The aim was also to examine the participants' attitudes to the length of the course, class organization, the difficulty and number of course obligations and to determine the type of teaching that the assistant teachers would like to have at their universities.

Research objectives:

- 1) To explore the participants' attitudes on the importance of the Didactics course.
- 2) To explore the expectations of the participants of lifelong learning in the Didactics course in the academic year 2010/2011.
- 3) To explore the expectations of the participants of lifelong learning in the Didactics course in the academic year 2012/2013.
- 4) To compare the expectations of the participants of lifelong learning in the Didactics course in the academic years 2010/2011 and 2012/2013 and to determine whether there are differences between the two generations.
- 5) To explore whether the participants expect the Didactics course to be a model of teaching which they would copy at their own faculties.
- 6) To question the participants' attitudes to the length of the training.
- 7) To question the participants' attitudes to the difficulty and number of course obligations and class organization.
- 8) To explore the type of teaching the participants would like to have at their faculties.

According to the research objectives, the following hypotheses were set:

H1: *The participants consider the Didactics course important.*

H2: *The participants expect that the Didactics course would represent a model of teaching which they would copy at their own faculties.*

H3: *The length of the course is not satisfactory.*

H4: *The number of obligations is not satisfactory.*

H5: *There are no significant differences between the expectations of the participants of the lifelong learning who participated in the study in the academic years 2010/2011 and 2012/2013.*

Results and Interpretation

Given that this training is still a relative novelty, it was important to raise the question of the reasons for enrolling the course. Table 2 gives answers to this question.

Table 2

Participants' attitudes to the reasons for enrolling the Didactics course

Why did you enroll this course?	2010/2011 N = 30		2012/2013 N = 40	
	f	%	f	%
Because it is a requirement for further advancement	18	60	23	58
I want to improve my teaching	5	17	13	32
I do not know much about the course subject and I consider it a challenge	6	20	3	8
I heard that this course is interesting	1	3	1	2
$r = 0.89$				

Table 2 shows that the assistant teachers entered this course primarily because it is a requirement for their further advancement. Namely, the certificate of completion of the course is one of the conditions that need to be fulfilled so that the assistant teacher could compete for a higher job position. The idea of the necessity of improving their teaching appears to remain underrepresented and rejected among a wide circle of scientists. One of the reasons for this is the notion that there is no need for further development. Another reason is the lack of interest for additional education in the wider social and educational community. Thus, the content, structures, and strategies of the further development of higher education and lifelong learning lose the challenge of building up competence and quality. One of the important indicators of this state is the occasional offer of this course (in different cities) which indicates a lack of systematic planning, disorganization, lack of information and interest of the educational authorities as well as university environment.

From the results obtained in the research, we can assume that the situation had not improved significantly and that in both cases a small number of participants

entered the course with the wish to improve their teaching, which is not very encouraging. Yet, the results of the study which was conducted in the academic year 2012/2013 showed that there was a higher percentage of those who said that they wanted to improve their teaching (the first and the last statement) than the results of the study which was conducted in the academic year 2010/2011 show. Therefore, we can assume that a positive change is underway.

In many countries this type of training is obligatory. For example, the Institute of Education in London carries out as a separate institution a number of similar educational processes for educators at all levels of education, thereby renewing a professional license every 3 – 5 years.

The participants' attitude towards teaching was examined by means of the following question, which was used to further clarify the answer to the first question (Table 3) and explain the importance of the course.

Table 3
Participants' attitudes to the importance of the course

Select the statements you agree with	2010/2011 N = 30		2012/2013 N = 40	
	f	%	f	%
I think that this is an important course for successful teaching	15	71	24	60
This course is unnecessary because we already know how to teach	/	/	2	5
Didactics is necessary for teaching in primary and high school but not at universities	/	/	1	2
I would like to know more about something I have not dealt with yet	6	29	13	32

$r = 0.99$

Participants state that the Didactics course is important for their work and that it has an impact on the success of their teaching thus accepting *H1: The participants consider the Didactics course important.*

If so, why did only the University in Osijek make the decision about the necessity of attending this training? Have assistant teachers at other non-teaching Faculties (in the country) acquired enough pedagogical-psychological and didactic-methodological competencies without this training? The participants answered an essay question about what they wanted to learn in the course. Table 4 shows the categories that emerged from the raised questions.

Table 4 shows that the largest number of questions was found under the category *activities of the participants of the educational process*. We can say that the participants recognized that a big problem in their present teaching is lack of students' activity. They express the wish to deal with it. Other categories have the same number of questions. We found some particularly interesting facts in the categories *the knowledge transfer* and *the issue of discipline*.

Table 4

Questions for which the participants hope to get an answer in the Didactics course

Categories	Questions			
	f/%	2010/2011 (N = 33)	f/%	2012/2013 (N = 40)
The importance of the Didactics course	23/70	What is Didactics? How can the Didactics course help us in teaching?	25/63	What does the Didactics course deal with? How can the Didactics course help me in teaching?
Activity of the participants of the educational process	13/40	How to organize student focused classes? How to encourage students to participate in the class? How to motivate students to enter the course? How to encourage all students in the group to actively listen and participate in the course?	17/43	I would like to improve in the skills that make teaching more interesting and more dynamic. How to motivate students to actively participate in the classroom?
The issue of efficiency	13/40	How to achieve the set objectives in the educational process?	0	
The issue of effectiveness	13/40	How to achieve the set objectives within a time period of 90 minutes?	17/43	How to organize the class with a group of 130 students in the classroom that accepts 100 students so that everyone participates in class?
The issue of creativity	4/12	How to react successfully to new situations?	0	
Knowledge transfer	14/42	How to improve knowledge transfer from teacher to students?	17/43	How to effectively transfer the knowledge set by the curriculum to the students? How to "force" the students to make notes that would be useful when taking a test. Even when requested to write down something that would be useful to them they roll their eyes. At the end of the course they pay for expensive tutoring and still fail the test, because what they learn in tutoring is not what I teach them.
The issue of discipline	11/33	How to maintain discipline in the classroom?	15/38	How to maintain discipline in the classroom?
The issue of quality	5/15	How to improve the quality of teaching in large groups?	0	How to successfully combine various didactic approaches and raise the quality of classes?
Communication	0		13/33	How to properly communicate to students? How to establish two-way communication? How to improve cooperation with students? How to connect with students?

These two categories highlight the lack of the participants' sensitivity to changes that are necessary in university teaching. The issue of *knowledge transfer* from the teacher to the student is a characteristic of the traditional teaching that primarily consists of the frontal teaching and lectures. The *discipline* category deals with the expectations of the teachers. The teachers expect that the students will pay attention during the classes and participate during the class as equal partners. *The issue of quality* which we consider very important occupies the last category which was chosen by only a small number of participants. It indicates lack of experience and reflection on the self-evaluation of their own teaching.

The participants who attended the course in the academic year 2012/2013 stimulated with their questions another category which was not expressed by the previous group. This is a category of *communication*. Category *the issue of communication* shows that beside the problem of traditional teaching, the problem of communication with the students is also dominant, because most university teachers are used to communicating with students mainly by asking questions that students are required to answer. We also note the lack of categories on *the issue of efficiency* and *creativity*. We believe that these are fundamental issues which should result in the quality of the educational process in all elements.

Given that there are only 10 classes of direct teaching, additional obligations that include individual work are set to compensate for a small number of classes. By increasing the number of classes some of the course problems would be solved. The Didactics course was organized in permanent groups. Participants were given activities which they had to work on together as a group: mind map, project and critical friend. Figure 1 illustrates the participants' attitudes to exemplary classes' organization.

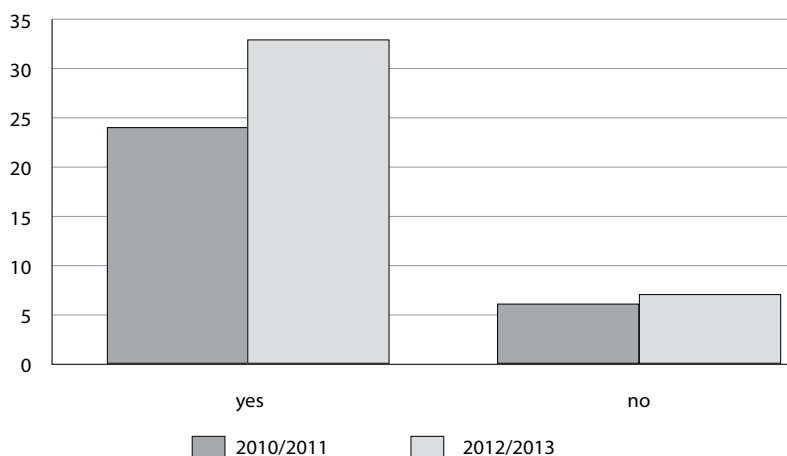


Figure 1 The didactics course should represent a model of teaching which the participants would copy at their own faculties

Figure 1 shows that both groups of participants wish the Didactics course to represent a model of teaching which they would be able to conduct at their faculties, which confirms the *H2: The participants expect that the Didactics course would represent a model of teaching which they would copy at their own faculties.*

The categories *the issue of skill and competence development* are of great importance for the promotion and development of the self-actualization of each individual. It is particularly important that university teachers feel competent and self-actualized in their teaching. Wanting to know which skills the participants want to develop in the course, we set some additional essay questions which they discussed in Moodle. Table 5 lists the most important skills mentioned by the students.

Table 5

The skills that the students want to develop in the Didactics course

Name a few skills that you expect to develop in the Didactics course	
2010/2011	2012/2013
- gain new insights into creating new on-line teaching systems - gain the knowledge of communication in the educational process - learn about organization methods - learn how to work in a team, how to create creative classes, how to cooperate with other colleagues - I expect concrete ideas which I will be able to apply in my teaching - gain rules of good lectureship - acquire the ability of self-organization when teaching a great number of students in classes (400 – 500 students when teaching at the Faculty of Law and the Faculty of Economics) - learn how to teach using various social forms - learn to expand the level of my knowledge on educational activities	- learn how to motivate students to develop creativity - I expect to learn how to solve conflicts in the classroom - I expect to be able to critically analyze and improve curriculum in order to be better educated in my field - I expect to learn new methods and how to implement them into my teaching - I believe that by taking this course my communication with students will improve, my classes will be richer and the overall students' satisfaction with classes and the subject will increase - learn to be faster in finding solutions for emergency situations (i.e. lack of students to form a team, poor students' tasks for which they need explanations, oral exams)

Table 5 lists a range of expectations from the university Didactics course, indicating the presence of the assistant teachers from different faculties. Some of the most common skills are: to create creative and attractive classes, establish two-way communication, encourage friendly atmosphere and development of democratic relationships, organize classes, learn to use modern technology, various didactic materials, a variety of methods and teaching techniques.

It is evident that the expectations are high and that classes should be organized in a way that they cover as many students' interests and needs as possible. Only teaching based on a humanistic approach can be effective in satisfying the interest and needs of the majority of the participants in the educational process. The participants expressed their expectations and experiences in the following answers (Figure 2).

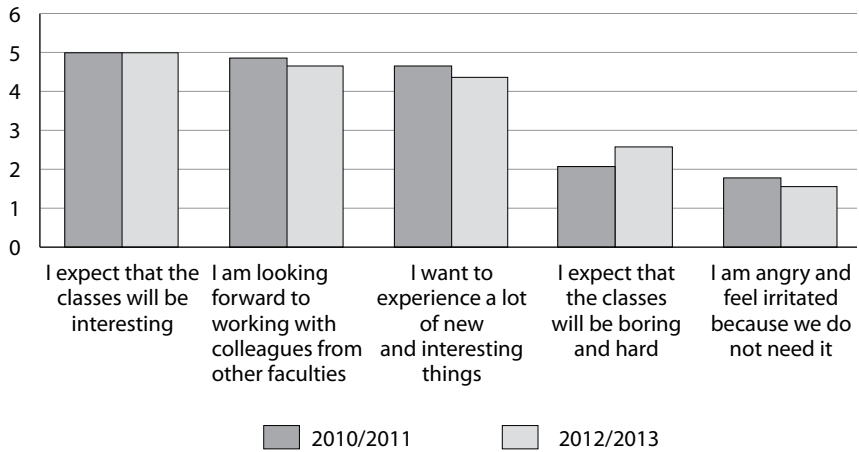


Figure 2 The participants' expectations on the level of experience

Comparing the answers collected in the academic years 2010/2011 and 2012/2013 we find no significant differences in the results. The participants expect that the course will be interesting, that they will cooperate and exchange experiences with other participants and experience something new. Figure 3 shows the expectations of the participants on the level of needs.

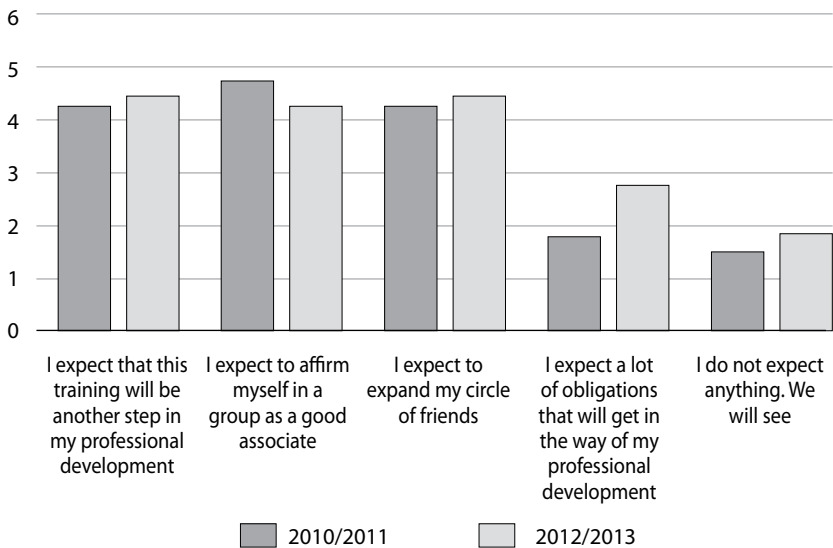


Figure 3 The participants' expectations on the level of needs

The participants' expectations on the level of needs did not particularly change in any one of the two groups. They expect that this training will help them in their professional development and that they will be recognized as good associates in

their group. The greatest differences can be seen in the attitudes of the participants who took part in the research carried out in the academic year 2012/2013 towards the training. They believed that this training would be very time consuming and that they could use the time spent in training for writing papers, books and for preparing for conferences. They also consider that the time they spent in training, deprived them of the time they could spend with their families. These results lead us to question whether the participants understand the importance of this training. Although they consider the training important for their professional development, there is still a small number of participants who do not sufficiently understand its importance and application in raising the quality of their own teaching. It is believed that assistant teachers pay too much attention to their profession and less to the organization, delivery and quality of teaching. One of the participant's comments confirms such notions:

*"Teaching is self-understood and for us engineers it represents the necessary evil. Our main task is to deal with the profession."*³

The length of the Didactics course is also very important because it raises the question of quality. The answer to the following question points out participants' attitudes (Figure 4).

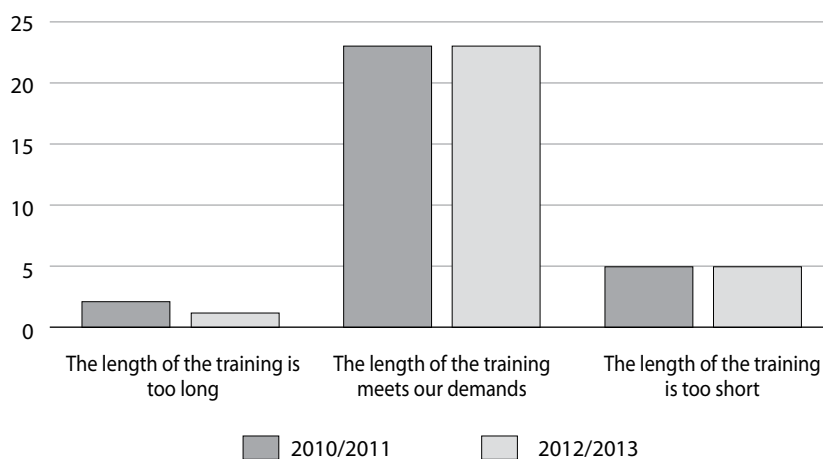


Figure 4 The participants' attitudes to the length of the Didactics course

Figure 4 reflects the participants' attitudes to the length of the Didactics course. The participants who participated in the training in the years 2010/2011 and 2012/2013 consider that the length of the course is appropriate. Only a small number of participants considered that it was necessary to increase the number of course lessons in order to further explore this important area, $r=0.99$. Based on the results we can reject $H3$: *The length of the course is not satisfactory*.

³ Source: Moodle, Course: Visokoškolska didaktika. Handed in on 26th March 2010

If we look at the guide - *Vodič* (Peko, 2011/12) we see that the Didactics course is not an obligatory course (Module B). There are 10 classes of direct teaching and 8 classes of DL⁴ (working in Moodle). The course carries 7 ECTS points. We believe that 10 classes of direct teaching are not enough for a serious approach to this issue, which is important to all faculties and universities. Table 6 presents the participants' attitudes to the individual obligations in the Didactics course.

Table 6

The participants' attitudes to the individual obligations in the Didactics course

Choose the statements you agree with				
	2010/2011 N = 30		2012/2013 N = 40	
	f	%	f	%
Too many obligations and not enough time	11	37	18	45
Obligations are appropriate and they vary	6	20	8	20
I do not have a certain opinion on the subject	13	43	14	35

$r = 0.77$

Course participants had individual obligations which included literature reading, essay writing, activities in Moodle and the exam. Both groups of participants believe that there are too many obligations and that there is not enough time. By analyzing the results obtained in the study, we can accept *H4: The volume of obligations is not satisfactory*.

The results represent a great challenge for us because we know that the participants work as assistant teachers in different fields and professions and they need to be consolidated in a single class. Therefore it is very important to encourage creativity in university teaching which would make it easier to motivate the participants, encourage friendly atmosphere and their activity. At the end of the questionnaire the participants expressed their suggestions for the Didactics course (Table 7).

Table 7

The participants' suggestions for the Didactics course

IDEAS				REALIZATION POSSIBILITIES
f/%	2010/2011	f/%	2012/2013	
18/60	– different realization period	0		– Saturday is not the best solution
27/90	– relation to real problems and situations – more examples from practice	22/55	– more examples of university teaching – the presence of the lecturer in teaching	– experiential learning
8/27	– necessity for a more creative approach to teaching	9/23	– I hope that the classes will be creative	– creativity
8/27	– less course obligations	12/30	– less homework	– increasing the number of classes of direct teaching

⁴ Short for *Distance Learning*

Table 7 presents the participants' suggestions for the Didactics course. We notice that the participants who participated in the training in the academic year 2012/2013 did not mention the category *different realization period* because, thanks to the suggestions which had been made in the earlier years, the classes were held in different periods and in consultation with the participants. The categories which are still present are *experiential learning*, *creativity* and *less course obligations*.

Research results of the two generations of participants who participated in the study in the academic years 2010/2011 and 2012/2013 were compared on the basis of the Pearson correlation coefficient which was $r = 0.89$ (Table 2), $r = 0.99$ (Table 3), $r = 0.99$ (Figure 4) and $r = 0.77$ (Table 6).

Based on this, we can conclude that there is no significant difference between the first and the second generation of participants, which leads us to accept *H5: There are no significant differences between the expectations of the participants of lifelong learning who participated in the study in the academic years 2010/2011 and 2012/2013.*

We suggest further research carried out within a longer period of time.

Croatian Educational System in Europe and outside Europe

With the accession to the European Union it is necessary to modify some of the key determinants of its many processes and professions as well as the system of education with a special emphasis on the pedagogical values at all levels. Since the subject of this paper is the issue of higher education and the assistant teachers' training, enabling the continuity of youth and new knowledge development, it should be stressed that we have already noticed some messages that arise from certain EU documents. In fact it is evident that social studies and humanities are losing their space in funding, and thus in positioning their values, role and importance. Integration processes disavowed linguistic (native language as well as all other foreign languages), historical, psychological, sociological, philosophical, pedagogical and other social and humanistic values. At the same time, the technical sciences, information science, medicine and many other exact sciences have priority and are marked as something that is necessary for the further development of Croatian society and its integration into the European area. It is forgotten that humanities and social studies are used to build the foundation of the whole system of education because they focus on psychological development, education and social interpolation in all parts of education and linguistic education as the basis for learning about one's mother culture and identity (Croatian Literary Language that is rich in dialects and because of it some specific characteristics) and the study of all foreign languages (European, Indian and many others).

European documents, from which our thoughts and dilemmas arise, are the *Green paper* which came out in 2011 as a big challenge, then *Europe 2020*, *Horizon 2020* and *Teaching 2020*. The document *Europe 2020* is a strategic document that represents

the strategy objectives of higher education. It is based on complete, innovative and secure societies. One of the challenges is named *Europe in a Changing World: Culture, identity and security* (Horizon, 2020). Its foundation should be interdisciplinarity, multidisciplinary and internationality (between countries and institutions) which would in addition serve to set the criteria for quality assessment. How? This is the issue of the realization in searching for faults, lack of information, and inadequate functioning of system agencies and institutions.

There is a number of similar documents which suggest soberness in terms of some scientific choices and activities. We can mention here the issues of scientific research as it has been treated by Science Europe (European Scientific Foundation) which guarantees 95% research funds. How can social studies and humanities and thus pedagogy, didactics, youth education in general and especially assistant teachers' training at all universities in terms of pedagogical and didactic skills be incorporated here? Adequate space, information infrastructure, carefully formed groups (in accordance with professions and potential workshop approaches i.e. to separate the assistant teachers of the Faculty of Medicine and the teaching assistants of the Academy of Arts), appropriate lesson number (based on the data obtained in this study we can see that the number of lessons in the Didactics course is small and thus inefficient), effective teachers who are rich in experience and knowledge of the general culture, pedagogy and profession. These are the fundamental characteristics which should be respected in the light of quality education. It is possible to organize "distance learning" in postgraduate studies for part-time and full-time assistant teachers teaching at individual faculties. It is also possible to organize one-day, short professional development training programs as incentives for lifelong learning. Similar experiences and programs are conducted by the Institute of Education of the University of London (i.e. Professional Development and Teacher Education for the Learning and Skills Sector and Continuing Professional Development Programme, Walter & Briggs, 2012). An important program that could be mentioned here is *Train to be a Teacher*, which is on the path of assistant teachers' training which is carried out at the Faculty of Teacher Education in Osijek, where the research was conducted. The aim is to learn how to be a good teacher regardless of one's profession. Shortly, the task is to teach teachers with the selection of real and appropriate models (The Netherlands Ministry, 2011).

Conclusion

The participants of the lifelong learning program consider the Didactics course to be important for achieving success in their own teaching, which can be seen in the questions that they asked at the beginning of the course. One of the greatest problems of the university teaching is lack of students' activity that is a characteristic of traditional teaching, which is unfortunately still present at most faculties. The participants of this study would like to acquire skills that would help them

create attractive, active and creative classes which would be realized in a friendly atmosphere and by means of two-way communication. The participants expect that this training will be another step in their professional development and that they will at the same time develop competencies of cooperation and communication with other participants in their group.

Teaching should be as exemplary as possible, so that the participants could partially copy it in their own teaching, but at the same time interdisciplinary with a greater possibility of application of different activities to a wide range of scientific areas. Therefore, it is important to organize classes at universities in groups of adequate size and in properly equipped classrooms.

We can state that the length of the course does not meet the needs of all participants, which speaks of a serious approach to this problem.

In the society in which the ten most popular professions did not exist ten years ago it is crucial to adjust to the labor market. Quality teaching should be organized in which students will not only learn the course materials but will be taught how to teach in order to be able to adjust to the labor market challenges.

The countries which have invested in their human resources, organizational resources, system resources, strategic resources and in which education and teaching occupy the first place in the development policy do not have problems with society development, the invested capital and progress.

We recommend that young people look up to the experiences of the scientists who have confirmed their professional and scientific qualities in other countries. Practice and results have shown that social justice, responsibility and equality are all qualities that are respected while working in the western countries. The respect for human potential is reflected in the freedom of speech and communication and the establishment of working and interpersonal relationships. In this way we learn about a country's system, democracy and tolerance. These are the values that can be applied to all professions. This is an especially important quality in the educational policy and the status of teachers. If we respect the mentioned qualities, there can be no negative selection of future teachers (when low-quality teaching staff isolates high-quality teaching staff and when it becomes too difficult to single out high-quality staff), because those who decide to take this professional path are assumed to expect organized and systematic development. They know that they will be respected in the society and seek to capitalize that privilege and to show that they deserve it. They know that they will not be neglected in the progress which shows the responsibility of the society, the profession and themselves. They will be aware that the social system is organized and that they can always express their opinion because they have the freedom of speech. This is also supported by the styles which prefer human resource development and confirm that the man is the center of all events. Since this is an undeniable fact, investment in human resources will simultaneously contribute to the development strategy of the educational and

social systems. This implies the importance of competencies and simultaneous competitiveness that will, by balanced values, ensure the stabilization of the social and educational system through the financing of domestic and international funds. This will ensure adequate organization, functionality and effectiveness of the entire system. All the mentioned elements are prerequisites for the realization of market and economic stabilization.

According to the SWOT analysis which compares positive elements (strengths, opportunities) and negative elements (weaknesses, possible threats) and brings them in relation to possibilities (what can be expected, realistic, unrealistic) and leads to the fairly realistic conclusions – what to do when the human factor comes into question and how to view investment into people as an investment rather than a cost. When the human factor is approached in this way then there is the right and obligation to expect from this same individual to provide his/her maximum. Such treatment would require a different organization of higher education. Thus, the system would probably be different. It would educate and employ assistant teachers and their quality would be different and a different pedagogic-psychological and didactic-methodological cycle would be required. Everything that has been said implies training for the European area to treat mobility better so that it yields more functional results. Therefore, it is possible to expect that the interactive conducted processes of lifelong learning and higher education will form experts of flexible character for different active and professional, personal and developing systems, processes and realizations (Marinković, 2007a, 2007b).

European documents and experiences show that we should concentrate on a few directions of development: resource management and reforms, research in higher education, qualifications and competencies, and linking higher education with the world of work and market conditions.

We will make an important step towards the improvement of the quality of university teaching only by systematic assistant teachers' training for pedagogic-psychological and didactic-methodological competencies at all universities in Croatia and in the world.

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Očekivanja i stavovi polaznika programa cjeloživotnog obrazovanja od nastave didaktike

Sažetak

Većina europskih dokumenta naglašava važnost cjeloživotnog obrazovanja što postavlja pitanje kvalitete nastave koja se izvodi s polaznicima cjeloživotnoga obrazovanja. Postoje različite vrste cjeloživotnog obrazovanja, usmjerene na određene kompetencije polaznika. Temeljnim se kompetencijama smatraju pedagoško-psihološke i didaktičko-metodičke. Velik broj nastavničkih fakulteta u Hrvatskoj i u svijetu nudi takvu vrstu izobrazbe djelatnika u osnovnom i srednjem obrazovanju koji u svom preddiplomskom/diplomskom stručnom ili sveučilišnom studiju nisu imali kolegije iz pedagoške i psihološke skupine predmeta. Jednako je važna i izobrazba asistenata koji rade na visokim učilištima, a tijekom stručnog ili sveučilišnog studija nisu imali pedagoško-psihološku skupinu predmeta. Tu je potrebu prepoznao, uz ostale, Učiteljski fakultet u Osijeku koji organizira takvu vrstu izobrazbe. Cilj rada je putem provedene on-line ankete istražiti očekivanja polaznika cjeloživotnog obrazovanja (B modula) od nastave didaktike na osnovi usporednih analiza dviju generacija polaznika te istražiti mijenjaju li se s godinama njihova očekivanja. Cilj je bio i ispitati stavove polaznika prema trajanju izobrazbe, težini i količini obaveza, organizaciji nastave; istražiti očekuju li da nastava didaktike bude model nastave koji će oni moći primijeniti na svojim fakultetima te istražiti kakvu nastavu asistenti žele na fakultetima. Rezultati istraživanja pokazuju da polaznici obje generacije nastavu didaktike smatraju važnom i da bi ona trebala biti model nastave koju će oni moći izvoditi na svojim fakultetima. Duljina trajanja izobrazbe primjerena je njihovim potrebama, ali količina obaveza prema kolegiju didaktike nije zadovoljavajuća.

Ključne riječi: cjeloživotno obrazovanje; didaktika; kvaliteta; sveučilišna nastava.

Uvod

Razmišljajući o važnosti cjeloživotnog obrazovanja, dijelu strategije i kruni sustava cjelokupnog obrazovanja, postavljamo pitanje kakva je kvaliteta takvoga obrazovanja. Kvaliteta sveučilišne nastave većinom se procjenjivala na osnovi prolaznosti studenata iz pojedinih kolegija i dužine studiranja na pojedinim fakultetima. Izuzetno je teško pronaći određenje kvalitetnog obrazovanja koje bi

bilo općenito primjenjivo. Stoga različiti autori različito definiraju pojam kvalitete. Kiper i Mischke (2008) smatraju da se kvaliteta nastave sastoji od kvalitete procesa i kvalitete „proizvoda“. Pred nama koji se bavimo cjeloživotnim obrazovanjem stoji zadaća učiniti kvalitetu procesa što uspješnijom kako bi takva nastava imala višestruki učinak na sve sudionike odgojno-obrazovnog procesa.

Glanville (2006) navodi kako su standardi i smjernice za osiguravanje kvalitete u Europskom prostoru visokog obrazovanja (ESG) prihvaćeni na konferenciji u Bergenu (2005), čime su one postale dijelom obveza zemalja potpisnica. Williams (1996) navodi kako postoje tri glavna mehanizma osiguranja kvalitete u visokoškolskom obrazovanju, a to su akreditacija, (pr)ocjenjivanje i revizija. *Akreditacija* određuje zadovoljava li visokoškolska institucija minimalni prag kriterija. *(Pr)ocjenjivanje* podrazumijeva procjenu kvalitete određenih obrazovnih aktivnosti. Drugim riječima, ukazuje na garanciju u kvaliteti nastave za ustanove koje prelaze minimalne uvjete. *Revizija* se usredotočuje na procese za koje se smatra da stvaraju kvalitetu i na metode kojima ustanove, sastavnice i odsjeci osiguravaju da kvaliteta bude postignuta.

Reisz i Stock (2013) istražuju odnos između širenja visokog obrazovanja i razvoja nezaposlenosti prema disciplinama koristeći se serijom vremenskih podataka. Autori naglašavaju važnost usklađivanja pojedinih disciplina u odnosu na tržište rada. U Hrvatskoj se također naglašava nužnost takvih promjena koje, na žalost, ne idu onim tempom kojim bi trebale, nego su inertne i često zaostaju za potrebama tržišta, zasićujući urede za zapošljavanje već postojećim, višebrojnim kadrovima. Cjeloživotno bi obrazovanje, u najmanju ruku, trebalo pomoći pojedincima pri prekvalifikaciji koje od njih traži trenutno tržište, a što bi im pomoglo da zadrže, promijene ili ponovno se zaposle na nekom drugom radnom mjestu. U tom smjeru, osim navedenoga, treba ići i reorganizacija sveučilišne nastave, kao i promjena uloge sveučilišnih profesora.

Učinkovite reorganizacije kvalitete cjelokupnog sveučilišnog odgoja i obrazovanja, ali i nastave nema bez promjene paradigme o nužnosti i važnosti cjeloživotnog obrazovanja sveučilišnih profesora. Važnost cjeloživotnoga obrazovanja sveučilišnih profesora⁵ prepoznali su, uz ostale, Bognar i Kragulj (2010):

„Sveučilišni profesori ne mogu ostati na početničkoj didaktičkoj i metodičkoj razini i oponašati nastavu svojih profesora. Oni u okviru cjeloživotnog učenja trebaju pratiti i promjene u pedagojskim znanostima i stalno osuvremenjivati svoju nastavu.“

Osim praćenja promjena i znanstvenog i stručnog usavršavanja važna je i pedagoška naobrazba za sve asistente koji je nisu prošli, a ušli su u sustav obrazovanja. Peko (2011/12) naglašava kako se na fakultetima i sveučilištima

⁵ Pod pojmom sveučilišni profesor podrazumijevaju se osobe obaju spolova koji rade na višim ili visokim učilištima u sustavu izvođenja nastave u različitim zvanjima.

školuju budući nastavnici (različitih profila, osposobljeni za izvođenje nastave). Razvijajući se i usavršavajući u stručnom i pedagoško-didaktičkom smislu, asistenti s vremenom postaju sveučilišni profesori o čemu govori i onavedenivaj citat. Peko (2011/12) naglašava kako na nenastavničkim fakultetima studenti ne stječu pedagošku naobrazbu pa u nastavu ulaze kao mladi ljudi koji nisu osposobljeni za taj vrlo složen i zahtjevan posao u kojem se traže znanja iz područja pedagogije, psihologije, didaktike i metodike, a koja nemaju gdje steći.

I sami asistenti nakon završetka takve izobrazbe govore o njezinoj važnosti i postavljaju nam pitanja o tome zašto pedagogija, didaktika i psihologija nisu preduvjeti za rad u obrazovnim ustanovama?

Teško je govoriti o kvaliteti poučavanja ako je ono dugi niz godina bilo uglavnom preslika nastave kakvu su isti ti asistenti doživjeli u svojim studentskim danima. Heid (2013) baveći se strukturom i procesom vrednovanja kvalitete škole i nastave, o kvaliteti kaže sljedeće:

„Ali kvaliteta nije objekt vrednovanja, već rezultat vrednovanja objekta. Kvalitetu ne možemo vidjeti, a sve što možemo vidjeti nije kvaliteta. Ona ne „postoji“ izvan vrednovanja subjekata koji procjenjuju, a koji se u svojim pogledima, uvjerenjima i interesima često razlikuju te imaju na različitim razinama odlučivanja intersubjektivno različite mogućnosti za dokazivanje i provođenje svojih zamisli o kvaliteti“.

Još je veći problem ako asistenti oponašaju nastavu starijih kolega i/ili mentora smatrajući kako je potrebno „preuzeti određeni obrazac nastave“ kakav je karakterističan za taj fakultet, kolegij ili toga profesora. O nužnosti izobrazbe svjedoči nam još jedan komentar polaznika:

„Mislim da bi ovakvu nastavu trebali proći svi koji su upisali poslijediplomski studij bez obzira radili na fakultetima ili ne. Pravilna komunikacija, odgoj i obrazovanje, odnosno prenošenje znanja bi trebalo zanimati sve s visokoškolskom naobrazbom“⁶.

Stecene pedagoške i didaktičke kompetencije od iznimne su važnosti jer izravno utječu na kvalitetu nastave, ali i prelaze njezine okvire djelujući u širem društvenom kontekstu. Peko (2011/12) navodi neke od zadataka pedagoškog osposobljavanja asistenata: osvijestiti potrebu cjeloživotnoga obrazovanja, razviti sposobnost kritičkog promišljanja i vrednovanja aktivnosti učenja, upoznati najvažnije teorije, koncepte i dimenzije odgoja i obrazovanja, osvijestiti ciljeve koji označavaju ishode odgoja i obrazovanja, razvijati komunikacijske vještine, razvijati svijest o etičnosti poziva, razvijati kulturnu svijest i izražavanje, poticati i osposobljavati za samoorganizirano učenje.

⁶ Izvor: (Moodle, Kolegij: Visokoškolska didaktika Predano: Monday, 27 February 2012, 12:39)

Schiersmann (2010) navodi da je u kontekstu individualizacije obrazovnih i profesionalnih biografija, kao i programa cjeloživotnog učenja iznimno važno postalo savjetovanje na području obrazovanja, zanimanja i zapošljavanja. U kontekstu cjeloživotnoga učenja savjetovanje postaje prikladno za različite povode pri učenju. O važnosti cjeloživotnog obrazovanja govore Mienert i Pitcher (2011) pristupajući mu iz pedagoško-psihološkog konteksta.

Daljnji koraci u razvoju kvalitete visokog obrazovanja i cjeloživotnog učenja

Teško je decidirano odrediti koji su egzaktni koraci u daljnjem kreiranju obrazovnih i nastavnih procesa u visokom i cjeloživotnom tijeku edukacije. Profilacija takvih aktivnosti podliježe konkretnom društvenom sustavu, koji najčešće nije jasno i konkretno određen. Još više od toga odlučuje uže specificirana politika obrazovanja (od predškolske dobi do završetka studija i potrebnog osposobljavanja i usavršavanja tijekom cijelog života). Kakva je ta politika, tko je donosi i određuje (koja tijela), tko će je i kako provoditi – ključna su pitanja. Problem primjerenosti i moguće primjenjivosti u praksi ostaje diskutabilan jer pitanje je zadovoljstva baze (obrazovne ustanove i pojedinci) zacrtanim obrazovno-političkim orijentacijama i odgovarajućom spremnošću da se doneseni pravci razvoja doista i provode. Stoga je pitanje kvalitetne profesionalizacije, a posebno postizanja izvrsnosti, prilično delikatno, osjetljivo i upitno – kako za (sveučilišne) nastavnike koji educiraju mlade tako i za same studente (potencijalne asistente) nastavničkih i nenastavničkih usmjerenja.

U startu je potrebno postaviti, planirati ciljeve, a onda se usmjeriti na realne pretpostavke ostvarenja – strategiju razvoja, sustava i strukturu cjelokupnog koncepta i kvalitete izobrazbe. Temeljni je cilj svakako stjecanje stručnih/profesionalnih i pedagoških kompetencija. Dodatnu vrijednost takvim aktivnostima pružit će osobni izazovi, različite motivacije, osjećaj i potreba za kreativnošću, produktivnošću i natjecanjem. To su pretpostavke ostvarenja izvrsnosti kao najviše razine postizanja kvalitete. Doprinos tome dat će i odgovarajući stupanj praćenja, upravljivosti, kontrole postignute uspješnosti u pojedinim fazama razvoja. U prilog tome govore i podaci dobiveni provedenim istraživanjima čiji su rezultati objavljeni u prijašnjem dijelu teksta.

Različiti svjetski pristupi obrazovanju, posebno na razini visokog obrazovanja i cjeloživotnog učenja, ogledaju se na razne načine. Američki trend je učenje radeći, pri čemu se pogreške korigiraju daljnjim radom (*learning by doing*). Japanski je pristup nešto drugačiji, a odnosi se na učenje iskustvom. Korekcije se izvode u hodu kako se ne bi izgubilo na vremenu i rezultatu. To je sasvim logičan slijed za Japance radoholičare, a poznat je pod nazivom – *learning by experience*. Zanimljiv je pogled drugog istočnjačkog industrijskog diva na to pitanje – Koreje. Oni su vrlo praktični, poduzetni i domišljati jer se njihova koncepcija razvoja u obrazovanju,

pa time i u proizvodnji, temelji na promišljanju da je sve već izmišljeno samo treba znati dobro kombinirati, integrirati i dalje razvijati ponuđene aktivnosti i procese. Svojom filozofijom oni povezuju sve do čega dođu i onda učine nešto – novo. To novo tada biva kvalitativno prepoznato i hvaljeno u svijetu (*learning by integrating*). Vjerojatno je moguće niz sličnih koncepcija i snalaženja naći i u drugim zemljama, ali svakako je uvijek najvažnije prepoznati i prilagoditi ono što je pojedinoj zemlji i njezinu mentalitetu najbliže i najupotrebljivije.

Metodologija istraživanja

Istraživanje je provedeno na Učiteljskom fakultetu u Osijeku akademske 2010./2011. i 2012./2013. godine. Usporedna analiza dviju generacija polaznika istražuje se u funkciji dobivanja odgovora na pitanje mijenjaju li se njihova mišljenja s obzirom na određeni vremenski odmak te je li se kod asistenata osječčkog Sveučilišta podigla svijet o važnosti te izobrazbe za unapređenje njihove nastave. Osim *kvantitativnog pristupa* koristio se i *kvalitativni* s ciljem bolje interpretacije rezultata.

Nastava didaktike ostvarena je uz pomoć trajnih grupa koje su formirane na prvom nastavnome satu. Grupe su se sastojale od 6 članova koje su činili polaznici s različitih fakulteta, što im je omogućilo iskustva i iz drugih područja znanosti. Radi bolje grupne kohezije, svaka je grupa osmislila svoje ime uz pomoć kojega su se predstavljali drugim grupama, izabrali su svoga predstavnika, ali su i svakome od ostalih članova dodijelili neku ulogu u grupi. Polaznici su u grupama imali i grupne zadatke koje je bilo potrebno izvršiti do kraja tečaja, a to su:

- a) izrada mape iz didaktike koja je trebala uključivati sve sadržaje kojima smo se bavili na nastavi, kao i stavove i komentare grupa o pojedinim didaktičkim fenomenima;
- b) osmišljavanje, provedba i izlaganje projekata vezanih uz različitu problematiku sveučilišne nastave;
- c) posjet nastavi u ulozi kritičkoga prijatelja (svaki član grupe je barem jednom trebao ugostiti kritičkoga prijatelja, također člana grupe, na nastavi na svom fakultetu, a jednom je trebao sam biti kritički prijatelj nekome iz grupe), nakon čega smo na nastavi razgovarali o mogućnostima za unapređenje sveučilišne nastave;
- d) sudjelovanje u aktivnostima na Moodlu;
- e) sudjelovanje u aktivnostima na nastavi.

Tijekom trajanja izobrazbe B-modul je osim direktne nastave imao i nastavu na daljinu koja se odvijala uz pomoć informatičkog sustava Moodle. Na tom je sustavu u dva navrata, 2010./2011. i 2012./2013. postavljen upitnik (s jednakim pitanjima za obje generacije polaznika) kojemu je cilj bio prikupiti podatke o očekivanjima polaznika od nastave didaktike. Međusoban odnos dviju generacija polaznika ispitan je Pearsonovim koeficijentom.

Sudionici i postupak istraživanja

U istraživanju su sudjelovali polaznici B modula – asistenti s osječčkog Sveučilišta koji u svom dosadašnjem obrazovanju nisu imali pedagoško-psihološku skupinu predmeta.⁷ Broj ispitanika koji su sudjelovali u istraživanju je $N = 70$.

Svaka grupa polaznika je raznolika jer su je činili asistenti s različitih fakulteta. Bogatstvo njihovih iskustava koje donose iz različitih struka svakako obogaćuje nastavu, ali i daje uvid u iskustva i nastavu drugih područja. Iz navedenih je razloga nastavu didaktike potrebno pripremiti za interdisciplinarna područja. Tablica 1. prikazuje udio asistenata s pojedinih fakulteta.

Tablica 1.

Tablica 1. prikazuje ciklusnu zastupljenost asistenata s pojedinih fakulteta s obzirom na vremensko razdoblje. Uočavamo kako se 2012./2013. ne pojavljuju asistenti s Građevinskog, Ekonomskog i Elektrotehničkog fakulteta, ali se u velikom broju pojavljuju asistenti s Poljoprivrednog fakulteta koji nisu bili prisutni u grupi polaznika 2010./2011. U istraživanju koje je provedeno 2010./2011. sudjelovalo je 30 od 33 ispitanika, a u istraživanju provedenome 2012./2013. sudjelovali svi ispitanici. U prilog tome podatku mogu ići zainteresiranost polaznika i prijenos pozitivnih informacija od prethodne grupe, ali navedeno možemo pripisati i nekih drugim faktorima koji mogu uključivati i motiviranost za sudjelovanje u istraživanju od profesora.

Etika istraživanja

Prilikom istraživanja vodilo se računa o *etici istraživanja* i o pitanjima koja nisu zadirala u intimnost pojedinca. Sudionici istraživanja dobrovoljno su pristali na istraživanje, primjereno im je objašnjen postupak istraživanja i njegova svrha. Ispunjavanje upitnika trajalo je 10-ak minuta, a istraživanje jamči anonimnost ispitanika tako da nisu iznošeni pojedinačni podatci niti su se uspoređivale vrijednosti pojedinaca, nego su svi podatci iznošeni grupno.

Instrument istraživanja

Instrument koji se koristio pri istraživanju je upitnik. Sudionici su dobrovoljno pristali na istraživanje, a upitnik su ispunjavali *on-line* uz pomoć informatičkog sustava Moodle. S obzirom na to da je izobrazba asistenata na osječkom Sveučilištu novina u posljednjih nekoliko godina, upitnik je bio oblikovan tako da se od polaznika dobiju odgovori u obliku njihovih stavova o važnosti kolegija didaktike, o razlozima upisivanja tečaja, primjerenosti tečaja i obaveza prema kolegiju didaktike. Upitnikom se također željelo saznati i koja su njihova očekivanja na razini interesa (*doživljaj* – što žele doživjeti na nastavi; *spoznaja* – koje sadržaje

⁷ U daljnjem tekstu B Modul

žele usvojiti, *psihomotorika* – koje sposobnosti očekuju da će razviti na nastavi) i potreba (posebno *socijalnih* – vezanih uz grupne aktivnosti i *samoaktualizacijskih*). Važan dio upitnika odnosio se na sugestije polaznika vezane uz nastavu koje su bile od višestruke važnosti za unapređivanje buduće nastave, ali i kao evaluacija već realizirane nastave.

Upitnik je sadržavao 10 pitanja (otvorena pitanja, pitanja dvostrukog i višestrukog izbora, Likertova skala).

Prvo se pitanje odnosilo na razlog upisivanja kolegija didaktika (četiri ponuđena odgovora).

Drugo na važnost kolegija (četiri ponuđena odgovora).

Sedmo na trajanje izobrazbe (tri ponuđena odgovora).

Osmo se odnosilo na obaveze prema kolegiju (tri ponuđena odgovora).

Likertovom skalom su ispitanici odgovorili na 5. i 6. *pitanje*: što žele doživjeti na nastavi didaktike (5. pitanje) i koja su njihova očekivanja na razini potreba (6. pitanje) pri čemu je 1 – u potpunosti se ne slažem, 5 – u potpunosti se slažem.

Deveto pitanje bilo je dvostrukoga izbora i odnosilo se na nastavu didaktike koja treba predstavljati model nastave koji će polaznici moći izvoditi na svojim fakultetima.

Upitnik je sadržavao i tri esejska pitanja o tome: što ispitanici žele naučiti na nastavi didaktike (3. *pitanje*); koje sposobnosti očekuju da će razviti (4. *pitanje*) i koje su njihove sugestije za daljnju nastavu didaktike (10. *pitanje*).

Ispitanici su ispunjavali upitnik nakon prvih 5 održanih sati nastave iz kolegija didaktika.

Cilj i hipoteze istraživanja

Cilj rada bio je istražiti očekivanja polaznika programa cjeloživotnog obrazovanja od nastave didaktike 2010./2011. i 2012./2013. godine te utvrditi postoje li generacijske razlike. Cilj je ujedno bio i ispitati stavove polaznika prema trajanju izobrazbe, težini i količini obaveza, organizaciji nastave te istražiti kakvu nastavu asistenti žele na fakultetima.

Ciljevi istraživanja:

- 1) Ispitati stavove polaznika prema važnosti nastave didaktike;
- 2) Istražiti očekivanja polaznika cjeloživotnog obrazovanja od nastave didaktike 2010./2011. godine;
- 3) Istražiti očekivanja polaznika cjeloživotnog obrazovanja od nastave didaktike 2012./2013;
- 4) Usporediti očekivanja polaznika cjeloživotnog obrazovanja od nastave didaktike 2010./2011. i 2012./2013. te utvrditi postoje li generacijske razlike;
- 5) Istražiti očekuju li da nastava didaktike bude model nastave koji će oni moći primijeniti na svojim fakultetima;

- 6) ispitati stavove polaznika prema trajanju izobrazbe;
- 7) ispitati stavove polaznika prema težini i količini obaveza, organizaciji nastave;
- 8) istražiti kakvu nastavu polaznici žele na fakultetima.

S obzirom na ciljeve istraživanja postavljene su sljedeće hipoteze:

H1: Polaznici smatraju važnom nastavu didaktike

H2: Polaznici smatraju da nastava didaktike treba biti model nastave koji će oni moći primijeniti na svojim fakultetima

H3: Duljina trajanja kolegija nije zadovoljavajuća

H4: Količina obaveza nije zadovoljavajuća

H5: Očekivanja polaznika cjeloživotnoga obrazovanja od nastave didaktike 2010./2011. i 2012./2013. značajno se ne razlikuju

Rezultati i interpretacija

S obzirom na to da je navedena izobrazba još uvijek relativna novina, bilo je važno postaviti pitanje zašto su je polaznici odlučili pohađati. Tablica 2. daje odgovor na postavljeno pitanje.

Tablica 2.

Iz Tablice 2. možemo iščitati kako asistenti pohađaju izobrazbu ponajprije zato što im je to daljnji uvjet napredovanja. Naime, potvrda o završenom tečaju jedan je od uvjeta koji treba biti ostvaren kako bi se polaznik mogao natjecati za više radno mjesto. Ovo apelira na još uvijek nedovoljno zastupljenu ideju o nužnosti unapređenja vlastite nastave, ali i neprihvatanje ove ideje u širem krugu znanstvenika. Jedan od razloga jest opuštenost zbog mišljenja da se više ne treba usavršavati. Sljedeći je razlog nedovoljna zainteresiranost šire društvene i prosvjetne zajednice za dodatnom edukacijom. Tako sadržaj, strukture, strategije daljnjeg razvoja visokog obrazovanja, a time i cjeloživotnog, gube na stjecanju kompetencijskih i kvalitativnih izazova. Jedan od važnih pokazatelja takvog stanja je povremeno održavanje odgovarajuće nastave (u različitim gradovima), što ukazuje na nesustavnost, neorganiziranost, nedovoljnu informiranost i zainteresiranost prosvjetnih vlasti, ali i fakultetskih sredina.

Iz navedenih rezultata možemo pretpostaviti da se situacija s godinama znatnije ne popravlja i da u oba slučaja manji broj polaznika dolazi sa stavom da želi unaprijediti svoju nastavu, a to nije ohrabrujući podatak. Ipak, u 2012./2013. imamo veći postotak onih koji navode da žele unaprijediti svoje poučavanje (prva i zadnja tvrdnja) nego što je to bilo 2010., pa možemo pretpostaviti da ima i nekih pozitivnih aspekata.

U mnogim je zemljama to obavezni dio edukacije. Primjerice, Institute of Education u Londonu, kao zasebna institucija engleskog Sveučilišta, obavlja niz takvih i sličnih obrazovnih procesa za sve prosvjetne radnike, čime se obnavlja profesionalna licenca svakih 3 – 5 godina.

Njihov stav o nastavi ispitali smo odgovorima na sljedeće pitanje koje dodatno pojašnjava odgovor na prvo pitanje (Tablica 3) i govori o nužnosti kolegija.

Tablica 3.

Ispitanici uočavaju da je didaktika važna za njihov posao i da će ona utjecati na uspješnost njihove nastave čime prihvaćamo *H1: Polaznici smatraju važnom nastavu didaktike*.

Ako je tomu tako, zašto je samo osječko Sveučilište donijelo odluku o nužnosti pohađanja ove izobrazbe? Jesu li asistenti na drugim, nenastavničkim fakultetima stekli dovoljno pedagoško-psiholoških i didaktičko-metodičkih kompetencija i bez ove izobrazbe? Polaznicima je postavljeno esejsko pitanje o tome što oni žele naučiti u tijeku ove nastave. Tablica 4. donosi kategorije koje su proizašle iz postavljenih pitanja polaznika.

Tablica 4.

Tablica 4. prikazuje kako najveću brojnost pitanja nalazimo pod kategorijom *Aktivnosti sudionika odgojno-obrazovnog procesa*. Možemo reći da su polaznici prepoznali kako je u njihovoj dosadašnjoj nastavi velik problem nedovoljna aktivnost studenata pa im je najvažnije da to promijene. Ostale kategorije imaju podjednak broj pitanja, a ono što je posebno zanimljivo nalazi se pod kategorijama *Transmisija znanja* i *Pitanje discipline*.

Otvaranje tih dviju kategorija naglašava nedovoljnu osjetljivost polaznika na promjene koje su nužne u sveučilišnoj nastavi. Pitanje prijenosa znanja s profesora na studente odlika je tradicionalne nastave koju uglavnom čini frontalna nastava i održavanje predavanja, a kategorija koja se bavi pitanjem discipline može govoriti o tome da profesori od studenata očekuju da prate događanja na nastavi i da u njoj participiraju kao ravnopravni partneri. Pitanje kvalitete, koje smatramo iznimno važnim, naznačuje se posljednjom kategorijom koju je naznačio tek manji broj polaznika. To je pokazatelj nedovoljnog iskustva i promišljanja o samoevaluaciji vlastite nastave.

Polaznici 2012./2013. svojim pitanjima potiču još jednu kategoriju koja kod prethodnih polaznika nije bila izražena, a to je *Komunikacija*. Iz pitanja možemo iščitati kako je osim tradicionalne nastave dominantan i problem načina komuniciranja sa studentima jer je većina sveučilišnih profesora naviknula sa studentima komunicirati uglavnom postavljanjem pitanja na koja studenti trebaju odgovoriti. Također, vidimo da su kategorije o pitanju uspješnosti i kreativnosti izostale. Smatramo da su to temeljna pitanja koja bi trebala rezultirati kvalitetom obrazovnih procesa u svim elementima.

S obzirom na to da izravna nastava iznosi tek 10 sati, dodatne obveze koje uključuju individualni rad u cilju su nadoknade manjka broja sati. Povećanjem satnice riješili bi se neki od problema toga kolegija. Nastava didaktike bila je organizirana u stalnim

grupama. Polaznici su u grupama također imali aktivnosti u kojima su zajedno sudjelovali: mapa, projekt i kritički prijatelj. Grafikon 1. prikazuje stavove polaznika prema egzemplarnoj organizaciji nastave.

Slika 1.

Iz Slike 1. možemo vidjeti kako su obje grupe polaznika iskazale želju da nastava didaktike bude primjer nastave koju će oni moći izvoditi na svojim fakultetima, što potvrđuje H2: *Asistenti očekuju da će nastava biti model nastave koji će oni izvoditi na svojim fakultetima.*

Pitanje sposobnosti i razvoj kompetencija od iznimne je važnosti za poticanje i razvoj samoaktualizacije svakog pojedinca. Posebno je važno da se sveučilišni profesori osjećaju kompetentno i samoaktualizirano prilikom izvođenja nastave. Želeći znati koje sposobnosti polaznici žele razviti, postavili smo im esejsko pitanje o kojemu su raspravljali na Moodlu. Tablica 5. donosi najvažnije sposobnosti koje je spomenula većina polaznika.

Tablica 5.

Tablica 5. navodi lepezu očekivanja od sveučilišne nastave didaktike, što je odraz zastupljenosti asistenata s različitih fakulteta. Neke od najučestalijih sposobnosti su: kreiranje kreativne i atraktivne nastave, uspostavljanje dvosmjerne komunikacije, poticanje ugodne klime i razvoj demokratskih odnosa, sposobnost organizacije nastave, upotreba suvremene tehnologije i različitih didaktičkih materijala, upotreba različitih metoda i socijalnih oblika.

Vidljivo je da su očekivanja velika i da nastava treba biti organizirana na način da pokuša pokriti što više njihovih interesa i potreba. Samo nastava utemeljena na humanističkom pristupu može biti učinkovita u zadovoljavanju interesa i potreba većine sudionika odgojno-obrazovnog procesa. Svoja očekivanja doživljava polaznici su izrazili sljedećim odgovorima (Slika 2.)

Slika 2.

Promatrajući usporedne rezultate polaznika 2010./2011. i 2012./2013., uočavamo kako nema značajnije razlike. Od nastave se očekuje da bude zanimljiva, da se uspostavi suradnja i razmjena iskustava s drugim polaznicima i da na nastavi dožive nešto novo. Slika 3. donosi očekivanja polaznika na razini potreba.

Slika 3.

Očekivanja polaznika na razini potreba nisu se znatnije promijenila od 2010./2011. do 2012./2013., $r=,95$. Polaznici očekuju da će im izobrazba pomoći u njihovome profesionalnom razvoju te da će se u grupi afirmirati kao dobar suradnik/suradnica. Najveće razlike uočavamo u kategorijama u kojima polaznici 2012./2013. smatraju kako će im izobrazba oduzeti puno vremena koje su mogli iskoristiti za pisanje radova, knjiga i sudjelovanje na konferencijama, ali isto tako smatraju da im vrijeme

provedeno na izobrazbi uskraćuje vrijeme koje bi mogli provesti s obitelji. Takvi rezultati navode nas na to da se zapitamo shvaćaju li polaznici važnost ove izobrazbe? Iako u prijašnjim pitanjima smatraju da je kolegij važan za njihovo napredovanje, još uvijek manji broj polaznika nedovoljno shvaća njegovu važnost i primjenu u podizanju kvalitete vlastite nastave. Smatra se kako asistenti veliku pažnju posvećuju bavljenju struke, a nedovoljnu pažnju posvećuju organizaciji, izvedbi i kvaliteti nastave. Jedan od komentara polaznika govori u prilog tim promišljanjima:

„Nastava se podrazumijeva sama i po sebi i ona nekad za nas inženjere predstavlja „nužno zlo“. Naša je osnovna zadaća baviti se strukom.“⁸

Trajanje nastave didaktike također je od iznimne važnosti jer ona sa sobom povlači i pitanje kvalitete. Odgovor na sljedeće pitanje donosi nam stavove polaznika (Slika 4).

Slika 4.

Slika 4. prikazuje stavove polaznika o dužini tečaja didaktike. Polaznici 2010./2011. i 2012./2013. godine smatraju da je dužina tečaja primjerena njihovim potrebama. Samo je malen broj polaznika koji smatraju da je ipak potrebno da se satnica iz ovoga kolegija poveća kako bi se što dublje proučilo ovo važno područje, $r = ,99$. S obzirom na rezultate možemo odbaciti H3: *Duljina trajanja kolegija nije zadovoljavajuća.*

Ako pogledamo Vodič (Peko, 2011/12), uočiti ćemo da Didaktika kao obavezni kolegij (B Modul) ima 10 sati izravne nastave s polaznicima, 8 sati DL⁹-a (rad na Moodlu) i nosi 7 ECTS bodova. Smatramo da 10 sati izravne nastave nije dovoljno za ozbiljno pristupanje toj problematici značajnoj za sve fakultete i sveučilišta. Tablica 6. donosi stavove polaznika o individualnim obavezama prema kolegiju didaktika.

Tablica 6.

Polaznici izobrazbe imali su individualne obaveze prema kolegiju koje su uključivale rad na literaturi, esej, aktivnosti na Moodlu i pismeni ispit. Obje grupe polaznika smatraju kako je to previše obaveza u kratkom vremenu. Iščitavanjem dobivenih rezultata možemo prihvatiti H4: *Količina obaveza nije zadovoljavajuća.*

Rezultati pred nas zaista postavljaju velik izazov jer znamo da su polaznici asistenti različitih profila i struka koje je potrebno objediniti u jednoj nastavi. Iz toga je razloga važno voditi računa i o poticanju kreativnosti u sveučilišnoj nastavi koja će olakšati motivaciju studenata, potaknuti ugodnu klimu i aktivirati studente. Na kraju upitnika polaznici su izrazili svoje sugestije za nastavu didaktike (Tablica 7).

⁸ Izvor: (Moodle, Kolegij: Visokoškolska didaktika Predano: Friday, 26 March 2010, 18:39)

⁹ DL, „Distance learning“, učenje na daljinu

Tablica 7.

Tablica 7. prikazuje sugestije polaznika za nastavu didaktike. Uočavamo kako polaznici 2012./2013. nemaju kategoriju *drugi termin realizacije* jer su se prijašnjih godina te sugestije uvažile i nastava se sada održava u drugim terminima, ali i prema dogovoru s polaznicima. Kategorije koje su i dalje prisutne jesu iskustveno učenje, kreativnost i manje obaveza prema kolegiju.

Rezultati istraživanja dviju generacija polaznika 2010./2011. i 2012./2013. uspoređeni su na osnovi Pearsonova koeficijenta koji je iznosio $r = ,89$ (Tablica 2), $r = ,99$ (Tablica 3), $r = ,99$ (Slika 4) i $r = ,77$ (Tablica 6).

Na osnovi toga možemo zaključiti da ne postoji značajnija razlika između prve i druge generacije što nas navodi na prihvaćanje *H5: Očekivanja polaznika cjeloživotnoga obrazovanja od nastave didaktike 2010./2011. i 2012./2013. značajno se ne razlikuju.*

Daljnja istraživanja predlažu se s većim vremenskim razmakom.

Hrvatski obrazovni sustav u Europi i izvan nje

Ulaskom u Europsku uniju neophodno je mijenjati neke ključne odrednice kako mnogih procesa i djelatnosti tako i obrazovnog sustava s posebnim naglaskom na pedagoške vrijednosti na svim razinama. Budući da je predmet ove rasprave problematika visokog obrazovanja i edukacija asistenata kao kontinuiteta mladosti i novih spoznaja, valja reći da su već sada uočene određene poruke koje proizlaze iz određenih dokumenata EU. Naime, vidljivo je da društvene i humanističke znanosti gube svoj prostor u financiranju, a time i pozicioniranju svojih vrijednosti, kao i uloge i važnosti. Jezične (materinski i svi ostali strani jezici), povijesne, psihološke, sociološke, filozofske, pedagoške i druge društvene i humanističke vrijednosti dezavuirane su u mnogim integracijskim procesima. Istodobno, tehničke znanosti, informacijske znanosti, medicina i ostale egzaktne znanosti imaju nesumnjiv prioritet i oznaku onoga što je neophodno za daljnji razvoj hrvatskog društva, ali i takve integracije u europski prostor. Zaboravlja se da upravo humanističke i društvene znanosti čine predložak cjelokupnom obrazovanju, jer ono podrazumijeva psihološki razvoj, odgoj i obrazovanje, društvenu interpolaciju u sve segmente edukacije i jezične izobrazbe. I to jezične izobrazbe kao elementarne matične kulture i identiteta (hrvatski standardni jezik, jezik koji je bogat narječjima i specifičnostima), studij svih stranih jezika (europski, indijski i dr.).

Europski dokumenti iz kojih proizlaze naša razmišljanja i dileme su *Green paper* koji se 2011. pojavio kao velik izazov, zatim *Europe 2020*, *Horizon 2020*, *Teaching 2020*. Dokument *Europe 2020* strateški je dokument i predstavlja ciljeve strategije razvoja visokog obrazovanja, a temelji se na cjelovitim, inovativnim i sigurnim društvima. Jedan od izazova naziva se *Europe in a Changing World: Culture, Identity and Secure* (*Horizon 2020*). Podloga za to trebala bi biti interdisciplinarnost, multidisciplinarnost i internacionalnost (između zemalja i institucija), koje bi

uz zadane kriterije poslužile u procjeni kvalitete. Kako? To je pitanje realizacije u traženju nedostataka, nedovoljne informiranosti, neadekvatnog funkcioniranja agencija i institucija sustava i dr.

Sličnih dokumenata i asocijacija ima podosta, a oni sugeriraju otrežnjenja u smislu pojedinih znanstvenih i obrazovnih opredjeljenja i aktivnosti. Tu se javljaju pitanja znanstvenog istraživanja kao što ih tretira *Science Europe* (europska znanstvena zaklada) koja osigurava 95 % sredstava za istraživanje. Kako tu mogu participirati društveno-humanističke znanosti, a time i pedagogija, što znači i didaktika, što znači i obrazovanje mladih uopće, a posebno izobrazba asistenata na svim sveučilištima u smislu pedagoških znanja i didaktičkih umijeća? Prikladan prostor, informacijska infrastruktura, brižljivo formirane grupe (prema profesionalnim usmjerenjima i mogućim praktičnim *workshop* pristupima – npr. odvojiti asistente medicine i umjetničkih akademija), odgovarajuća satnica (vidimo iz spomenutih istraživanja da je satnica održavanja didaktike nedopustivo mala, pa time možda i nedjelotvorna), kvalitetni nastavnici s bogatim iskustvom i širokim općekulturnim, profesionalnim i pedagoškim znanjima – temeljne su karakteristike koje bi se u svjetlu kvalitetnog obrazovanja trebale poštivati. Moguće bi bile i odgovarajuće organizacije „distance-learning“ poslijediplomskog studija za „part-time“ i „full-time“ asistente u nastavi pojedinih fakulteta. Mogući su jednodnevni, kratki tečajevi profesionalnog razvoja kao poticaj za daljnje cjeloživotno učenje. Slična iskustva i programe (pr. *Professional Development and Teacher Education for the Learning and Skills Sector, Continuing Professional Development Programme*, Walter & Briggs, 2012) izvodi *Institute of Education University of London*. Posebno se ističe program *Train to be a Teacher*, što je na tragu izobrazbi upravo asistentskih potencijala s kojima su izvršena istraživanja. Svrha je naučiti kako biti dobar nastavnik, bez obzira na to jeste li po vokaciji liječnik, inženjer, ekonomist, profesor ili ... Ukratko, zadatak: *Teaching teachers* – uz odabir pravih, odgovarajućih modaliteta (The Netherlands Ministry, 2011).

Zaključak

Polaznici cjeloživotnoga obrazovanja didaktiku smatraju važnim kolegijem za uspješnost njihove nastave, što se uočava i iz odgovora na postavljena pitanja koje su polaznici uputili na početku kolegija. Jednim od najvećih problema sveučilišne nastave polaznici smatraju neaktivnost studenata, što je još uvijek odlika tradicionalne nastave koja se, nažalost, zadržala na većini fakulteta. Polaznici žele razviti sposobnosti koje će im pomoći da kreiraju atraktivnu, aktivnu i kreativnu nastavu koja će se realizirati u ugodnom ozračju uz dvosmjernu komunikaciju. Polaznici očekuju da će navedena izobrazba biti jedan korak više u njihovome profesionalnom razvoju, ali i da će sudjelujući u njoj razviti suradničke i komunikacijske kompetencije s drugim polaznicima cjeloživotnog obrazovanja.

Nastava treba biti što je više moguće egzemplarna, kako bi je polaznici djelomično mogli oponašati pri vlastitom izvođenju nastave, ali i interdisciplinarna, sa što

većom primjenom različitih aktivnosti na široku lepezu znanstvenih područja. Zato je važno da se nastava na sveučilištima izvodi s grupama primjerene veličine i u primjereno opremljenom prostoru.

S obzirom na provedenu izobrazbu asistenata u Hrvatskoj možemo reći da dužina trajanja još uvijek nije prilagođena potrebama samih polaznika, što govori i o ozbiljnosti pristupa tome problemu.

U društvu u kojem deset najpopularnijih poslova prije deset godina nije postojalo, ključno je obrazovanje i prilagođavanje tržištu. Samim time, potrebno je organizirati kvalitetnu nastavu kroz koju ćemo studente ne samo "naučiti" sadržaje svojih kolegija nego ih i naučiti učiti kako bi se mogli prilagoditi novim izazovima tržišta rada. Države koje su investirale u svoje razvojne potencijale od ljudskih do organizacijskih, sustavnih i strateških te kojima je na prvom mjestu razvojne politike – znanje i obrazovanje, nemaju problema s cjelokupnim razvojem društva, uložnim kapitalom i napretkom.

Ugledati se u iskustva znanstvenika koji su svoju profesionalnu i znanstvenu kvalitetu potvrdili u drugim zemljama – bila bi preporuka našim mladima. Praksa i rezultati rada pokazali su da su socijalna pravda, odgovornost i ravnopravnost kvalitete koje radni ljudi cijene. Poštivanje ljudskog potencijala ogleda se u slobodi govora i komunikacije te uspostavljanju radnih i međuljudskih odnosa. Na taj način uči se o sustavu zemlje, demokraciji i toleranciji. To su vrijednosti koje vrijede u svim djelatnostima, a posebno je ta kvaliteta važna u prosvjetnoj politici i statusu nastavnika. Ako se te kvalitete poštuju, ne može doći do negativne selekcije (kad nekvalitetni kadrovi izoliraju kvalitetne, pa se onda ne može odrediti koji su zapravo kvalitetni) u izboru budućih nastavnika, jer oni koji se opredjeljuju za taj profesionalni put, pretpostavljaju da ih očekuje organiziran i usustavljen razvoj, znaju da će biti cijenjeni u društvu pa tu privilegiju nastoje kapitalizirati i pokazati da je zaslužuju. Znaju da neće biti zapostavljeni u napredovanju, što će značiti odgovornost društva, struke i njih samih. Bit će svjesni da je društveni sustav organiziran i da uvijek mogu izraziti svoje mišljenje jer imaju slobodu govora.

Tome u prilog govore stilovi koji preferiraju razvoj ljudskih potencijala (*Human Resources Development*), potvrđujući svjesnost o tome da je čovjek centar svih zbivanja. Budući da je to nepobitna činjenica, ulaganje u ljudske potencijale pridonijet će istodobno strategiji razvoja sustava – društvenog i visokoobrazovnog. To će podrazumijevati važnost kompetencija i istodobne konkurentnosti, koje će izbalansiranim vrijednostima osigurati stabilizaciju kako društvenog tako i obrazovnog sustava putem financiranja domaćih i međunarodnih fondova. Time će se osigurati adekvatna organizacija, funkcionalnost i operativnost cjelokupnog sustava. Svi spomenuti elementi pretpostavkom su ostvarenja tržišne i gospodarske stabilizacije.

Prema Swot analizi koja uspoređuje pozitivne stvari (prednosti, dobici) s negativnima (nedostatci, moguće štete) te ih dovodi u odnos s mogućnostima (što

očekivati, realno, irealno) dolazi se do prilično realnih zaključaka – što činiti na način da kad je ljudski faktor u pitanju, ulaganje u ljude treba tretirati kao investiciju, a ne kao trošak. Kad se na takav način pristupa ljudskom faktoru, onda je pravo i obaveza očekivati od tog istog pojedinca davanje vlastitog maksimuma. Takav tretman tražit će drugačiju organizaciju visokog obrazovanja. Tako bi vjerojatno drugačije izgledao sustav koji bi educirao i zapošljavao asistente, pa bi i njihova kvaliteta bila drugačija, a to bi tražilo i drugačiji pedagoško-psihološki i didaktičko-metodički ciklus. Jer sve rečeno podrazumijeva školovanje za europski prostor kako bi mobilnost bila kvalitetnije tretirana, a i njezini rezultati funkcionalniji. Stoga je moguće očekivati da će interaktivno provedeni procesi cjeloživotnog učenja i visokog obrazovanja oblikovati stručnjake prilagodljivog karaktera za drugačije sustave, procese i realizacije. Što djelatne, profesionalne, što osobne i razvojne (Marinković, 2007a, 2007b).

Iz europskih dokumenata, a i iz iskustva, proizlazi da se treba koncentrirati na nekoliko pravaca razvoja, a to su: upravljanje resursima i reformama, istraživanje u visokom obrazovanju, kvalifikacije i kompetencije, kao i povezivanje visokog obrazovanja sa svijetom rada i tržišnim okolnostima.

Samo sustavnom obukom asistenata za pedagoško-psihološke i didaktičko-metodičke kompetencije na svim sveučilištima u Hrvatskoj i svijetu napraviti ćemo znatan korak prema unapređenju kvalitete sveučilišne nastave.