

TEACHER



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Student thinking: Expectations of study programs

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A few words about us...

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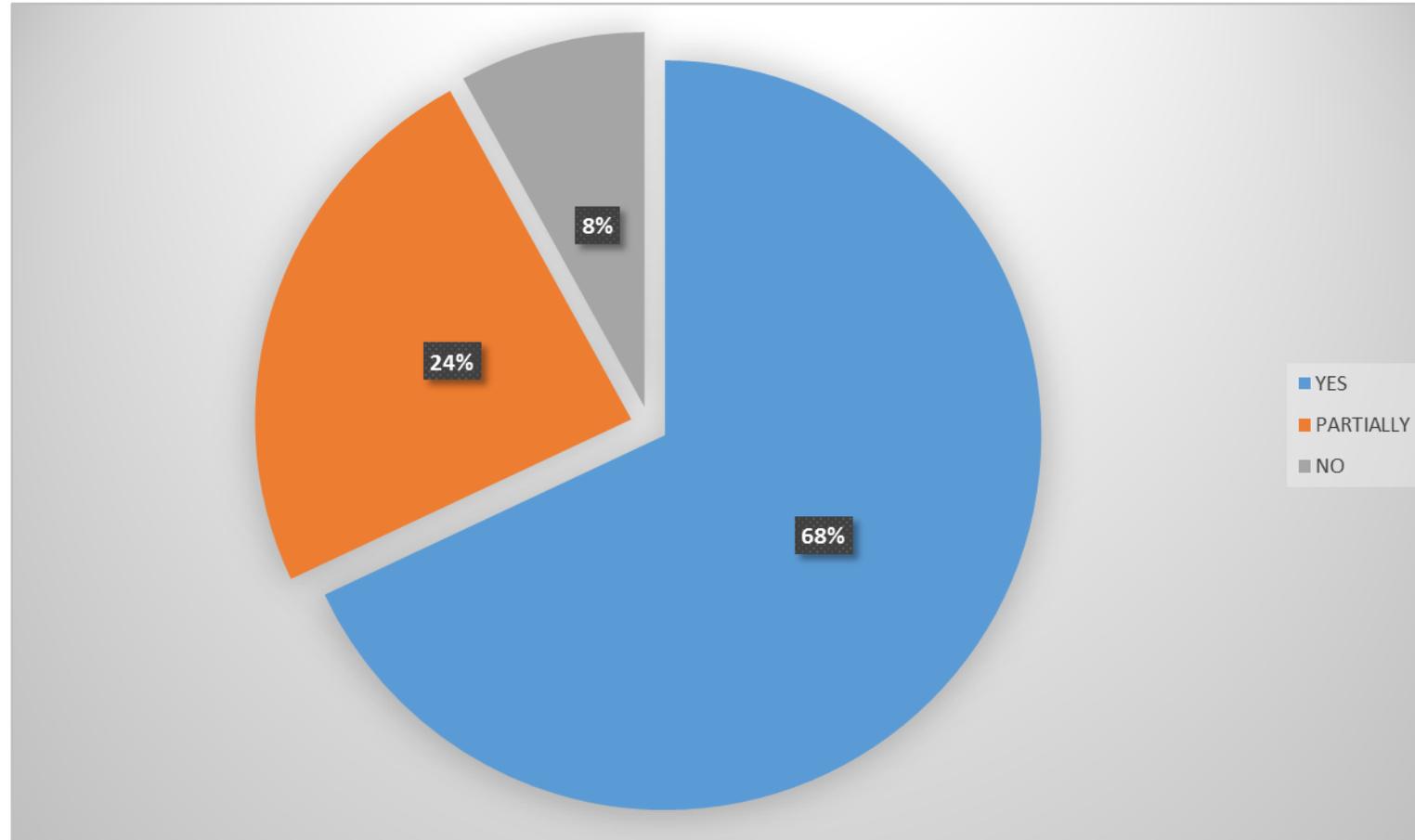


- Faculty of Education University of Travnik exists since 2006,
- Teaching takes place at nine (9) courses at the first cycle of studies,
- We have students from Bosnia and Herzegovina, Croatia, Serbia...
- And we are students of Pre-school Education. 😊

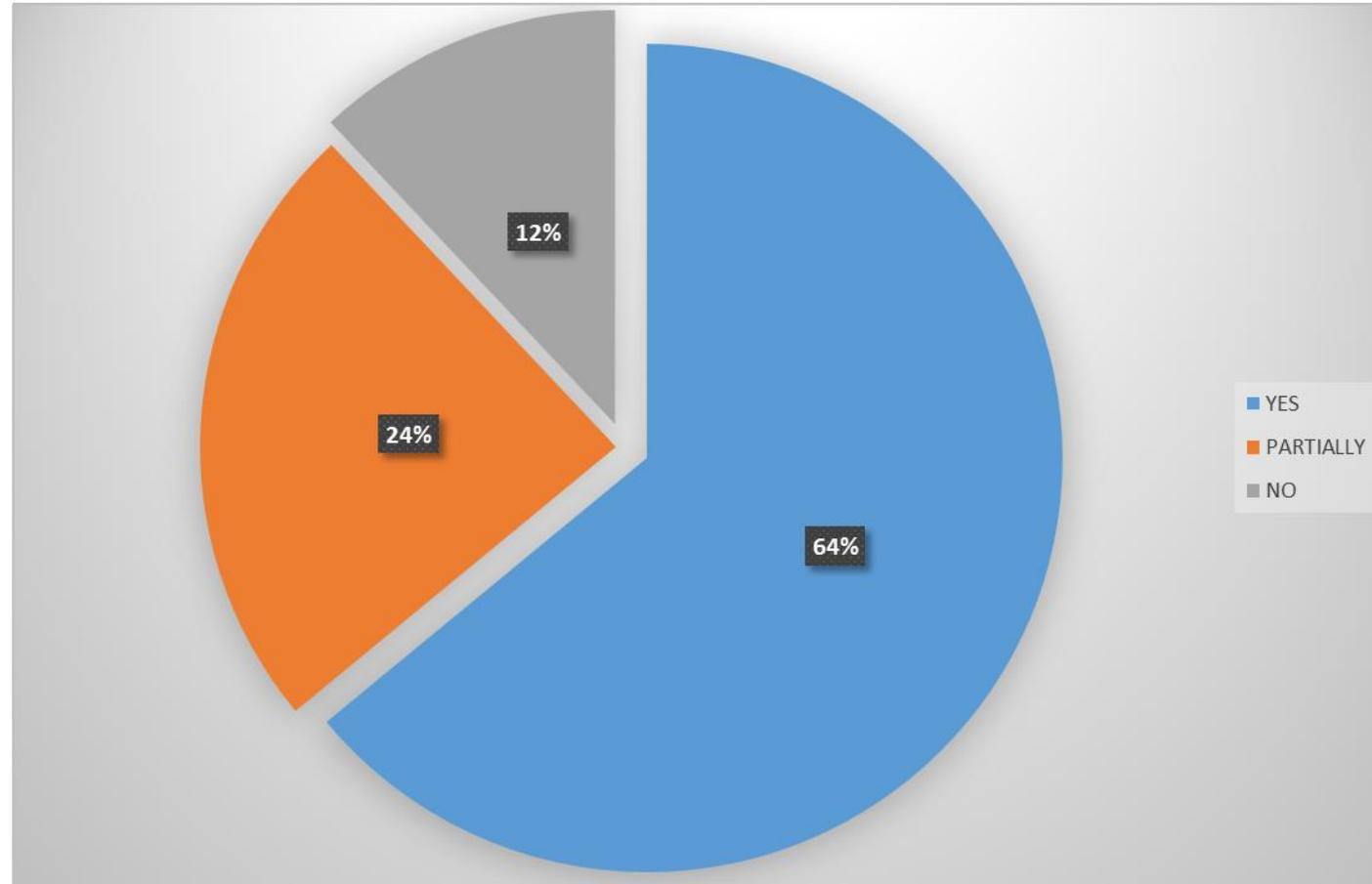
About the questionnaire and respondents

- The questionnaire consists of 10 questions (8 quantitative and 2 qualitative).
- The study was attended by 25 students of the 3rd year of study, heading pre-school education at the Faculty of Education.

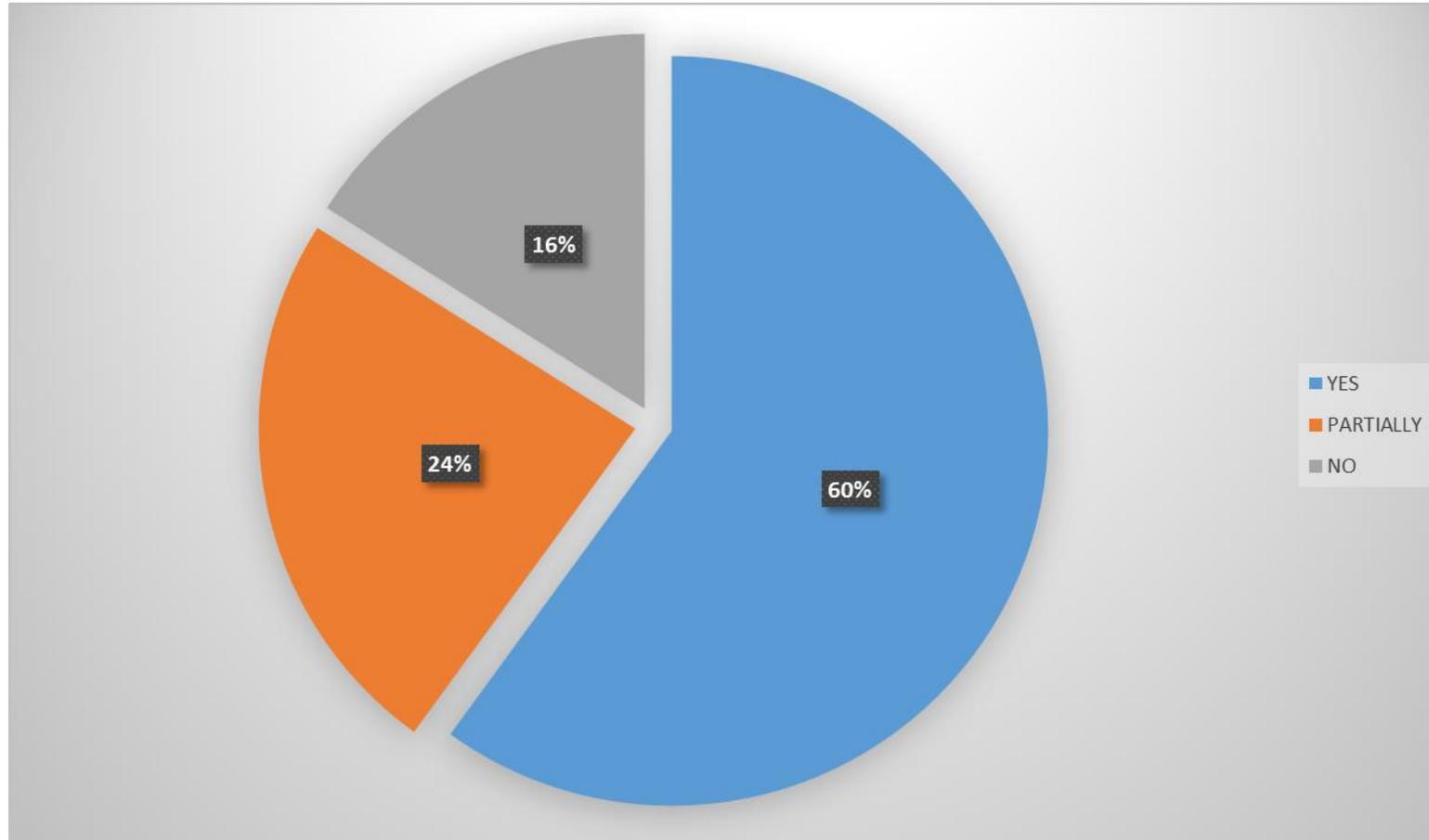
Does the curriculum for preschool offers a quality professional education?



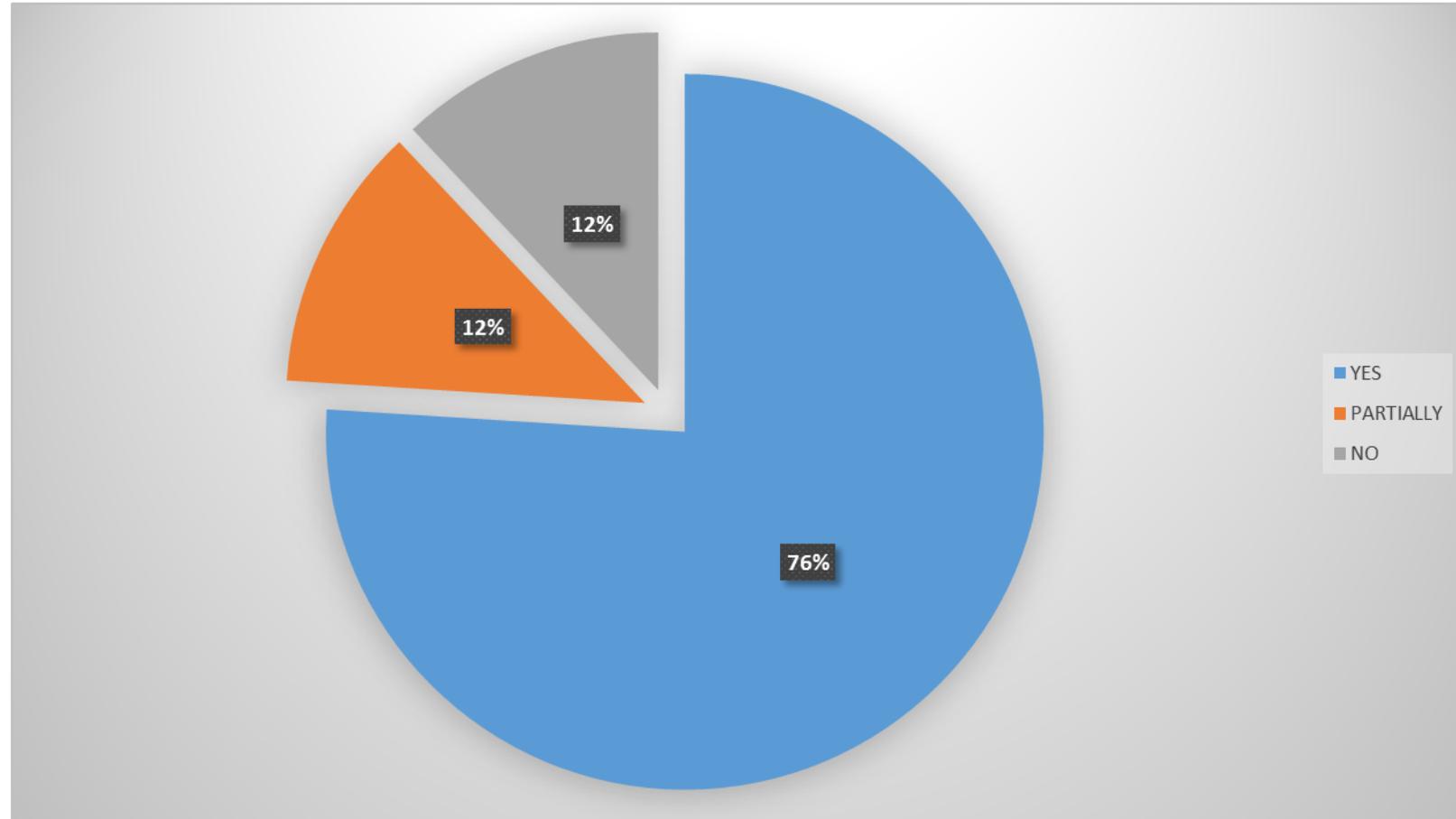
Did you in a previous education get the expected knowledge and skills and do you feel that you will after graduation, be ready to work in professional practice?



Are you satisfied with the ratio of practical teaching and theory?

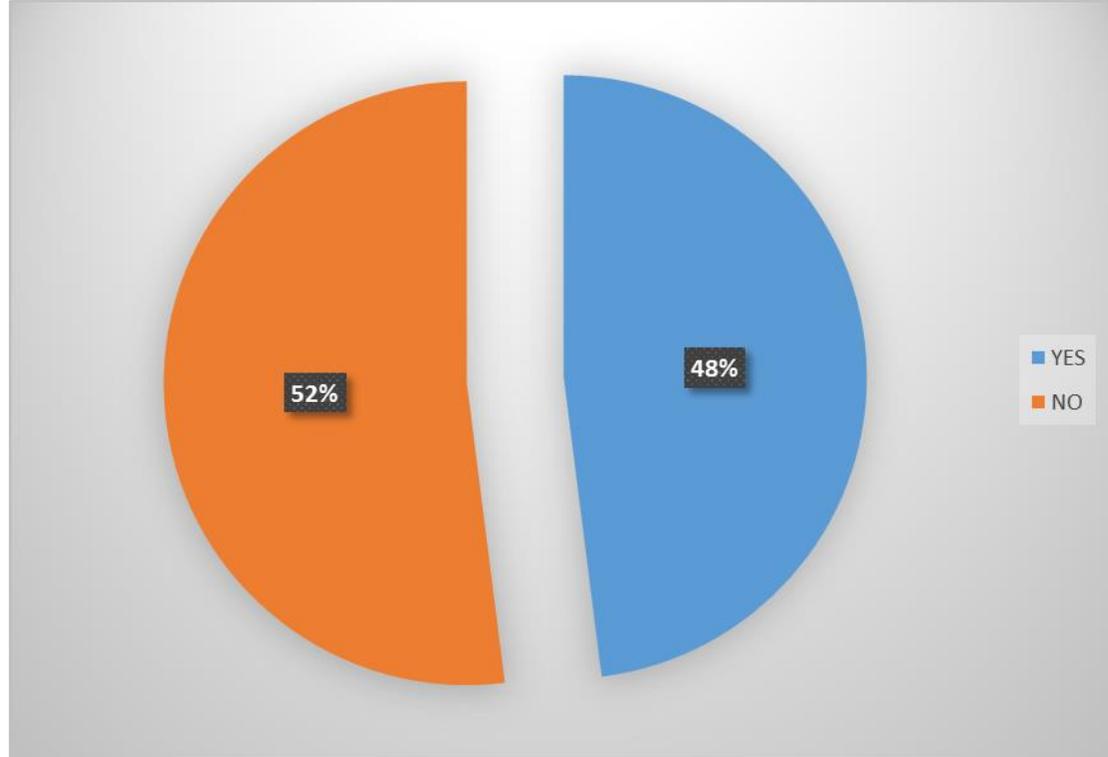


Are you satisfied with the current curriculum?

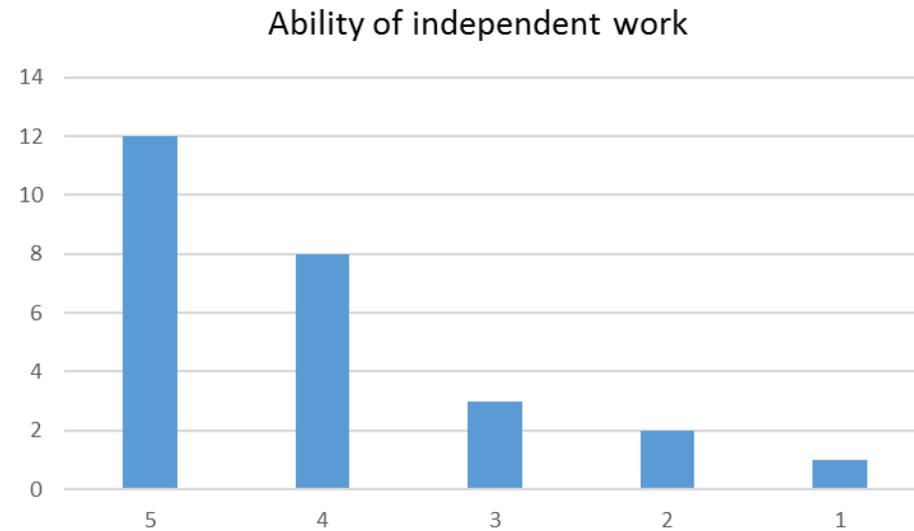


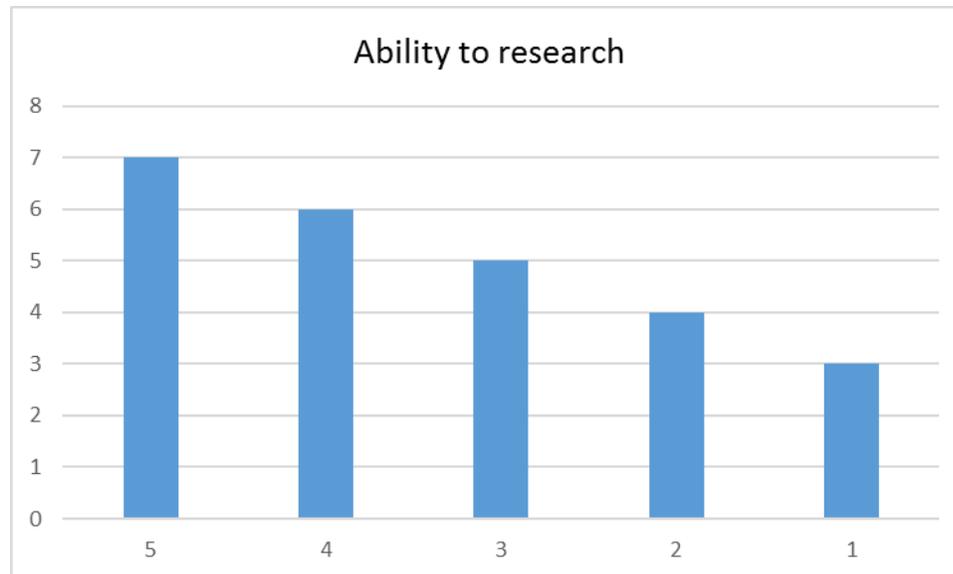
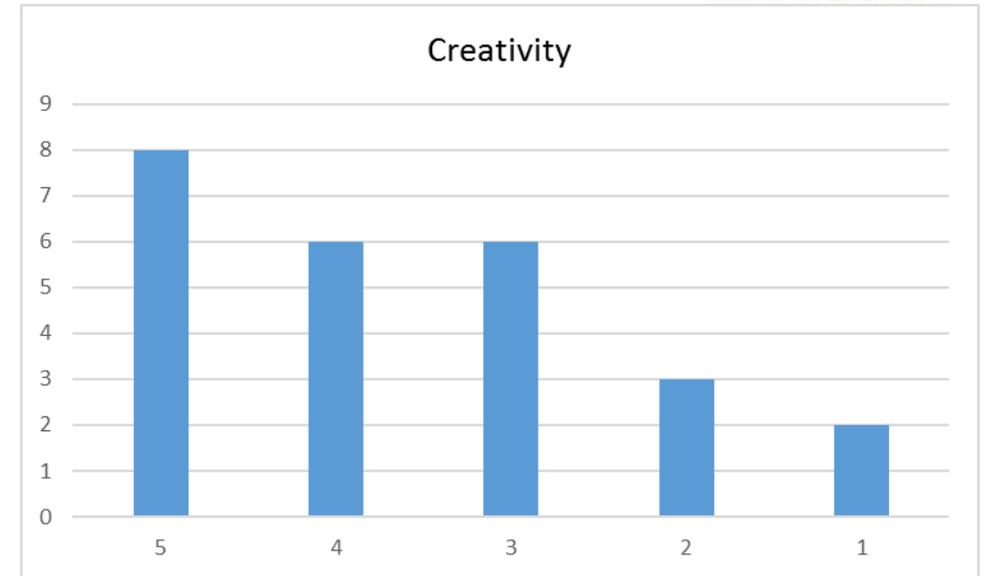
Do you consider it necessary to introduce new courses in the curriculum that you are not listening?

- Special Education
- Work methods of children with special needs

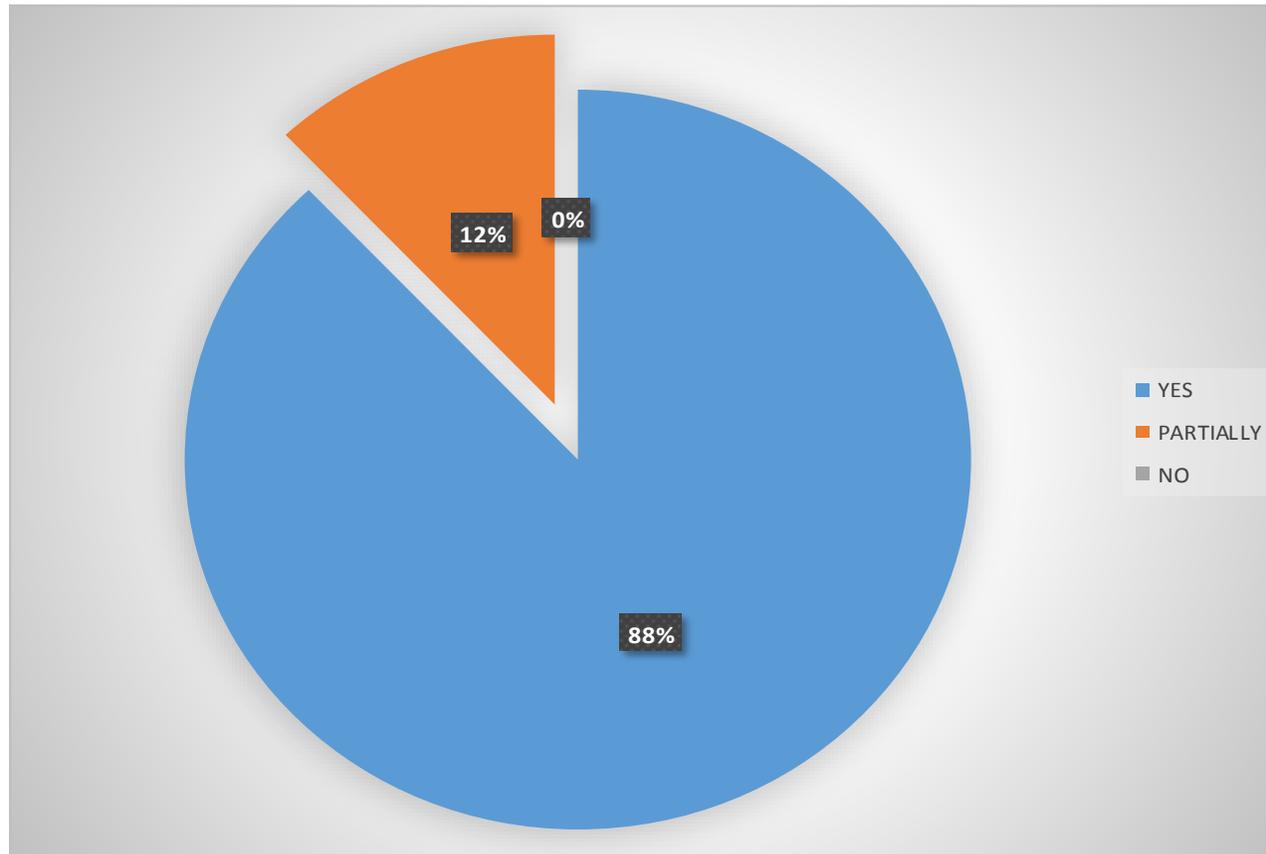


Rate with grade 1-5 your capabilities, knowledge and skills that you have acquired or developed during the study:

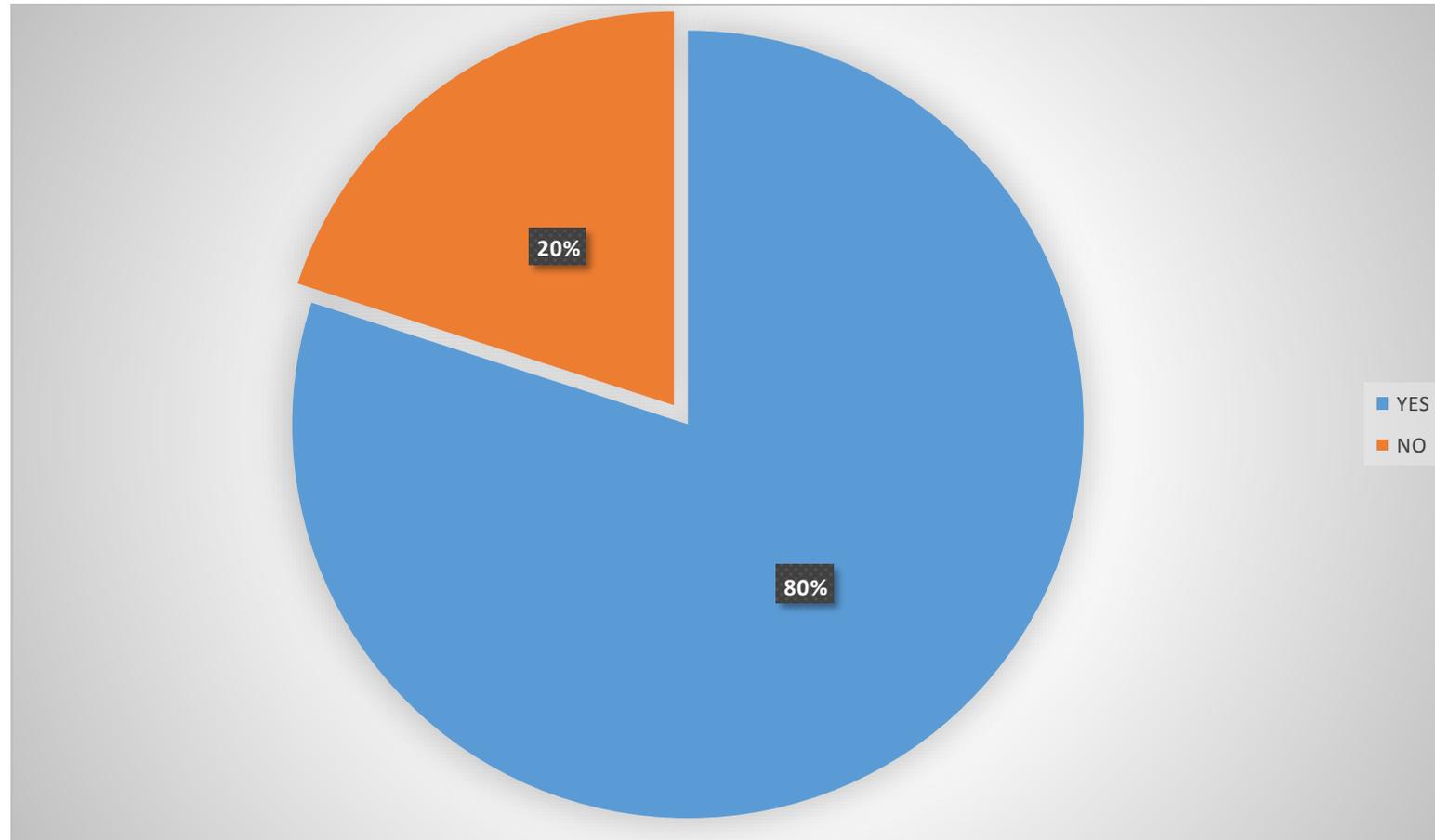




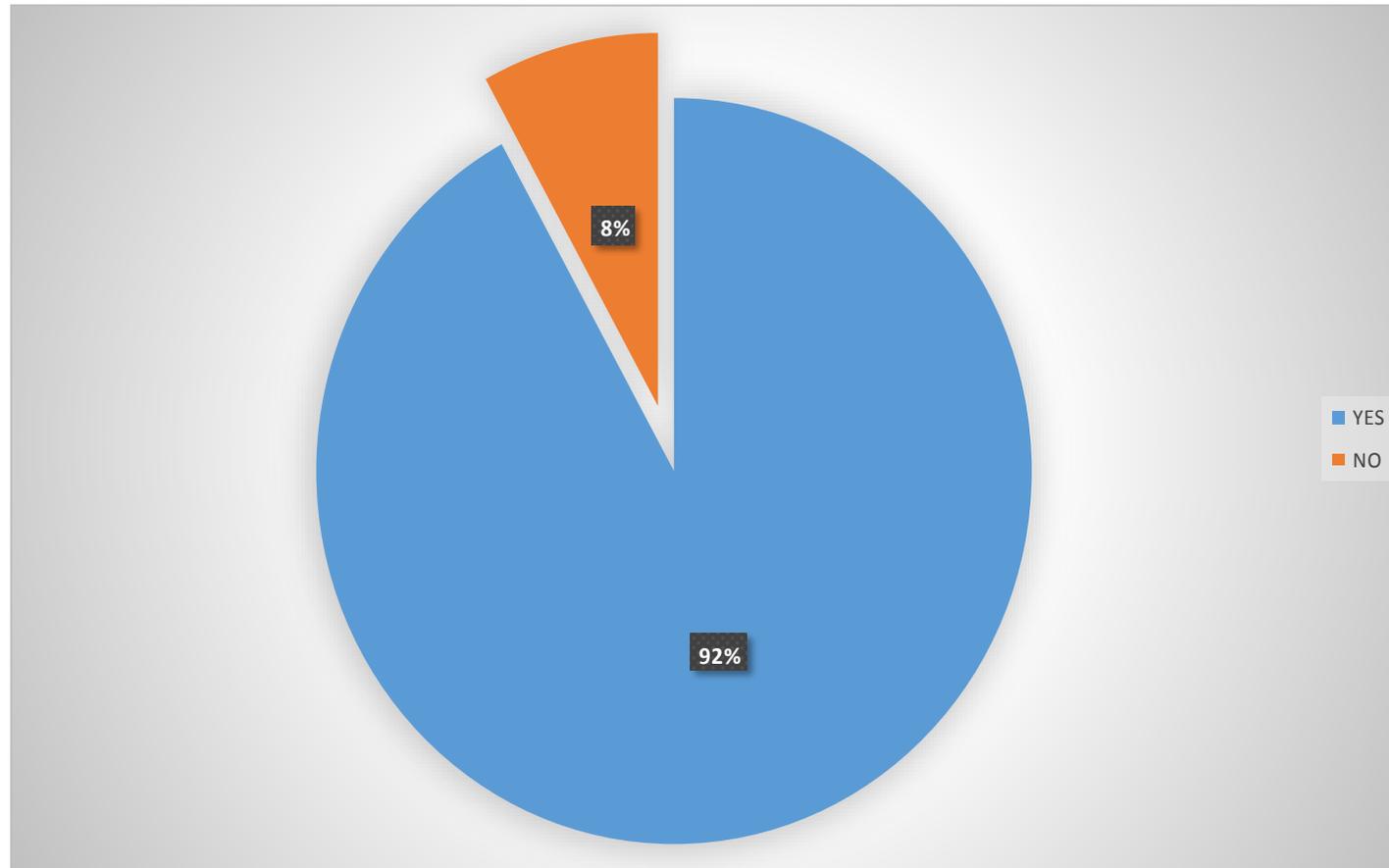
Do you think that student exchange is helping to improve communication, new experiences and develop ideas for the introduction of innovations in the work?



Would you recommend other students the existing curriculum?



Do you think that students at the end of the first cycle of studies need to upgrade knowledge and competences for further education (at the II cycle)?



Which changes would you recommend to improve the general quality of the study?

- Develop even greater cooperation with institutions that are of great importance to preschool education (kindergartens, associations and centers for children with special needs or disabilities, ministries ...), increase the number of hours of practical training, which is extremely important in the future professional work with children, and to help students to meet with the diversity of children attending preschool.

Conclusion

- According to the analysis of the research we can say that the majority of students of preschool education are satisfied with the current curriculum, and that the curriculum of preschool education, generally, satisfies aims and objectives.
- Some respondents in the questionnaires showed that in order to improve the quality of the curriculum and the process should be introduced, and certain courses as, for example, special education or work methods of children with special needs, in order to be more prepared for practice and employment.

- In addition, it should increase the proportion of practical training, which students stand out as a key segment in the future work with children, and install it from the second year of study.
- They have pointed out the advantage of a stronger cooperation with kindergartens, clubs and associations for children with developmental disabilities, and ministries.

Thank you for your attention! 😊

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