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## TEACHER AS A CONCEPTION OF ENHANCING THE QUALITY OF UNIVERSITY EDUCATION<sup>1</sup>

*Abstract:* The quality of university education defines creating of scientific knowledge and development of professional competencies for the members of the social community. In the era of the continuous scientific, technical, technological development and changes which emerge in these conditions, the quality of a university education, at the same time, means a continuous changing of pedagogical acting in work with students, which defines the accomplishments of those who are taught. The objective of the current researchers was to determine whether and in which way students of faculties of education from Slovenia and Serbia, who are educated for the future pedagogical work with children of preschool and school age, recognize and define a teacher as a component of enhancing the quality of a university education. For the needs of this research the five-grade rating scale was prepared. The sample consisted of the students of faculties of education from Kopar (Slovenia) and Jagodina (Serbia) (N = 258 for rating the indicators of quality of a university teaching, N = 253 for rating the indicators which define the students' interests in engaging into learning activities, N = 170 for rating the indicators which define work responsibility of the teacher. The results of the research confirm that students recognize the readiness of teachers to implement diverse teaching methods and work forms, the quality of teachers' class preparation and regular organizing of lectures as prior indicators of the quality of university teaching and teachers' activities. Such results define further steps in the direction of research and enhancing the quality of university education which refers to teachers' competencies for teaching, encouraging students, communication and cooperation with them.

*Keywords:* quality of university education, teaching competences, organizing of teaching activities, work responsibility of a teacher, accomplishments of students.

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## INTRODUCTION

The actuality of the issues regarding the quality of university education within European frameworks is indicated by the strategic direction of the development of education in Serbia and Slovenia, until 2020. It has been pointed out that the activity of higher education is of a special significance and it represents a part of international educational, scientific and artistic sector. The mission of higher education is possible to review through organized research studies. In this way, it has contributed to creating and transfer of scientific knowledge and expert competences, which define economic, social and cultural development of an individual and the community to which they belong (*Strategija razvoja obrazovanja u Srbiji ...*, 2012). It has been emphasized that higher education will adjust its work and development to the principles on which the European Higher Education Area (EHEA) and the European Research Area (ERA) are based, and therefore it is necessary to put the learning outcomes, knowledge, skills and students' competences into the focus of the implementation of the Bologna process. Promoting the paradigm "Student-centred learning and Lifelong learning" (*Strategija razvoja obrazovanja u Srbiji...*, 2012: 87). For university teachers the European standards for internal ensuring quality in high schools are of a great significance. These standards indicate that there is a clear policy and procedure for ensuring the quality of teaching programs. It means the possibility for periodical revision of these programs and their accordance (Spasić and associates, 2002). The quality of contemporary education involves its context of openness in: 1) *open teaching program* which is defined and adjusted to the needs, abilities and interests of those taught; 2) *open learning* which is defined by new ideas and conceptions of all participants in learning and teaching; 3) *open accomplishment evaluation* in which those who learn and those who teach (educators) participate; 4) *open platforms* which assume and support dynamic and interactive educational community in which the information and the data significant for those who learn and those who teach are interchanged, and which can be beneficial for the development of standards for ensuring the quality of education (Yuan and Powell, 2013).

Since 1999 we have been witness to great changes in the field of higher education in Slovenia. The number of students has increased. In 1991 there were 64.000 students in Slovenia, in 2009 there were 114.873. In the period from 1999 to 2008 the mobility of students, teachers and associates in higher education within Erasmus projects increased too. In that period Slovenia participated in the Bologna process actively and constructively, as a member of the European Union it was obligated to use the Lisbon strategy (Rezolucija 2011–2020. Nacionalni program za visoko obrazovanje). The strategy of internationalization of Slovenian higher education includes the vision in five key areas: mobility as a key part of a

higher education society, an open international environment, quality international scientific research and development cooperation, promoting the development of intercultural competencies, support and monitoring of the strategy of internationalization of Slovenian higher education. All these result in continuous search for contemporary approaches to teaching at university level and improving the present practice.

## THEORETICAL APPROACH TO THE PROBLEM

Interest in the research of university education is found as early as the works of J. Dewey, in 1960s and the real interest in research of the phenomenon appears by the end of the twentieth century (O'Sullivan, 2004). Kranjec (1982) and Marentič Požarnik (1980) note that in Slovenia they begin with research of university education and studying the phenomenon of students' motivation for learning and education, and the research of their satisfaction with the studies. They found out that the most important factors of student motivation were the purpose and success in learning, feedback on learning advancement, interests in certain subjects, praises and possibilities for competition (Cvetek, 2015).

Besides strategic indicators for the development of higher education and the initial research issues, it is important to review the possibilities of improving its quality in the context of teachers' competencies. According to *Standardi kompetencija za profesiju nastavnika i njihovog profesionalnog razvoja*, these competencies are defined in relation to the learning objectives and outcomes and they contribute to developing professional standards for successful teaching. In the mentioned document, teachers' competencies are classified into four basic groups: 1) competencies for teaching area, subject and methods of teaching; 2) competencies for teaching and learning; 3) competencies for encouraging the development of students' personality and 4) competencies for communication and cooperation (*Standardi kompetencija za ...*, 2011). The research has confirmed that the professional competences of teachers define their feeling of contentment in their job, as well as their personal confidence and self-efficiency in the situations when they recognize the accomplishments of those they teach in the context of strategic directions for mutual learning (Boud, Cohen & Sampson, 2013; Florian & Pantić, 2013). Also, as reflexive practitioners, teachers are ready to continually introduce changes and make the teaching activities more complex, in accordance with abilities and interests of the learners/students, and also in accordance to material-technical and spatial conditions, to give the students help, encouragement and support. Professional development and acquired experiences in teachers' work, identification of possible problems and finding possible solutions define

the direction of their further professional engagement and development (Kadum, Lepičnik-Vodopivec and Hmelak, 2017).

The synonym for the quality of higher education can be found in *Student-centred learning*, (2010) which in the first place emphasizes the transparent methods for the students: timely feedback on the quality of educational process, asking for students' opinion on the content, teaching plan and program, methods of teaching and evaluation, including students into elaboration of the program of quality, equal participation of students in commissions, organized procedures by which students can complain about the decisions on their academic accomplishments or advancement, creating learning outcomes, representatives of teachers and students as full members of the boards which examine the assurance of quality etc.

High quality university education includes learning through problem solving, group project work, active learning, learning from diverse resources, case study, role playing, workshops, team work, presentations, using the web conference environment – especially in education with small groups. In this way, the students learn to work in a team, they recognize and enhance their knowledge and abilities. Also, it is important that students, after the task has been accomplished, give their comments on the accomplished task, get the feedback on their accomplishments, suggest grades for themselves and they agree on the grades.

Marinko (2016) concludes that in a traditional system of education the important elements of a study program are: knowledge and the teaching process. European Credit Transfer and Accumulation System (ECTS) is a tool for development, description and implementation of study programs, as well as for the competencies in university education. ECTS is a students' oriented system of obtaining and transfer of credit, on the basis of vivid study results and learning processes. The goal is to facilitate the process of planning and performing the teaching units, implementation of teaching and learning, assessment, accreditation and validation of the results, and also the possibility of students' mobility. ECTS is a system which is focused on students, since it helps the faculties to recognize the needs and expectations of the students. Contemporary studies imply the interdisciplinary and multidisciplinary approach to teaching, as well as the active individual teaching methods. Experiential learning is significant because it connects theoretical knowledge with practical activities and learning in real life situations. Therefore, a university teacher should be able to synthesize knowledge from diverse areas and to be capable of teaching in multicultural circumstances. This way of teaching focuses on students and it includes teaching methods that shift focus from the teacher to the student. The students become active and responsible participants in their own learning and they gradually develop their autonomy and independence.

By examining the students' initiatives in teaching, which is determined as the indicator of the quality of a higher education, it has been confirmed that the students recognize the quality of contemporary teaching and the quality of teachers' work. Their attitudes on the quality of teaching to a great extent match with the theoretically confirmed and expected strategic outcomes in the system of higher education. It has also been confirmed that in teaching activities, which are stimulating for students, there is the evident consistency, objectivity, transparency and preciseness of the teachers' work, as well as the quality of the teachers' work is defined by their multifunctional roles in the teaching process (Kopas-Vukašinović and Jovanović, 2018).

When discussing the quality of higher education, we present a part of the research results which were published in 2017 by the Faculty of Education of the University of Kragujevac (Jagodina). One of the research tasks was to determine how certain roles of a teacher are significant for the innovation of teaching process, in relation to the strategic directions of development and improving the university education. It was concluded that the strategic directions of the education development determined the roles of a teacher for the innovation of teaching process and indicators for ensuring quality (*Standardi i smjernice za...*, 2005; *Strategija razvoja obrazovanja...*, 2012). These roles imply providing resources for quality education, but also the efficient communication of those who teach and those who learn. In their scientific and specific fields, teachers are expected to continually align their teaching practices with current innovative approaches in education, and also with the requirements of contemporary education (Kopas-Vukašinović, 2017).

The presented theoretical conceptions of the quality of university teaching, as well as the presented research results, confirm our initial statement in this paper, that the teachers' competencies, as well as their work in teaching activities and their relationships with students significantly define the quality of a university education. In accordance to that, the methodological approach to the problem is further developed in this paper.

## THE RESEARCH METHODOLOGY

The goal of the research was to find out whether and in which way the students of faculties of education from Slovenia and Serbia, who are educated for the future pedagogical work with preschool and school aged children, recognize and conceive the teacher as a component of improving the quality of university education. This goal was achieved through the research tasks which refer to: 1) components of the quality of university teaching; 2) components of students' interests in engagement of the teaching activities and 3) components which determine the teachers' work responsibility.

In this research the descriptive method and the scaling procedure were used. The rating scale was prepared for the needs of this research. The random sample consisted of students of Faculty of Education of the University of Primorsko, Kopar (Slovenia) (N = 205 students for rating the components of the quality of university teaching, 200 students for rating the components which determine students' interests in engaging into teaching activities and 117 students for rating the teachers' work responsibility) and students of the Faculty of Education of the University of Kragujevac, Jagodina (Serbia) (N = 53 students for rating all the three categories).

## THE RESEARCH RESULTS WITH DISCUSSION

### *The components of the quality of university teaching*

The first research task was to define how students of pedagogical faculties from Slovenia and Serbia rate the presented components of the quality of the university teaching, which had been presented in the rating scale as requirements and tasks for teachers. In the rating scale the following components were offered to them: 1) organizing of teaching at the Faculty; 2) clearly defined class objectives, the significance of the content and the possibilities of their implication into practice; 3) the application of various teaching methods and forms; 4) the application of up-to-date technology; 5) regular evaluation of students' accomplishment.

According to the data presented in *Table 1* we can conclude the following:

- Among the offered statements which were assumed to be the significant indicators of the quality of university teaching, the largest number of the interviewed students both from Slovenia (35,61%) and from Serbia (41,58%), *as the prior component recognized the implementation of various teaching methods and forms of teaching performance*. The current researchers had expected the high rating of this component, bearing in mind that the diversity of teaching forms and methods of work, on the condition they are planned and used in teaching adequately, can stimulate students for a greater activity and thinking, make them more interested in teaching contents and stimulate the development of their ability of linking and implementing the acquired knowledge in new teaching and practical situations.
- An interesting fact is that *the implementation of up-to-date technology, as a component of the high quality university teaching* was rated badly by the students both from Slovenia and Serbia. The greatest number of students from Serbia (49,06%) put this component as low as on the fourth position, out of

the possible five positions in the scale, while the greatest number of students from Slovenia (39,51%) put it on the last, the fifth position. These indicators confirm the assumption that the application of up-to-date technology does not include the quality of teachers' work in all situations, since it is important when, how and why we use certain teaching aids. Effectiveness and efficiency of the application of up-to-date technology define its significance in the organizing of teaching activities.

- *Clearly defined class objectives, the significance of the contents and the possibilities of their implementation into practice*, as a component of university teaching, was also highly rated by the students from Slovenia and the greatest number of them positioned it to the second place (27,80%), while the greatest number of students from Serbia rated it to the third place (41,51%). That definitely means this component is also the significant indicator of the quality of teaching, since the results confirm that totally 81,18% students from Serbia and 68,78% of students from Slovenia rated it from the first to the third place.
- Discussing *the organizing of teaching in faculties*, it was explained to the students that this component assumes that teaching is organized in smaller groups, that there are not too many breaks, i.e. gaps between lectures, the realization of the pre-exam obligations is well planned, timely informing students on the organizing of teaching, exams and other teaching obligations. The results confirm that the students from Slovenia (29,27%) and the students from Serbia (33,96%) in the greatest number rated this component to the third place, and totally 82,44% of students from Slovenia and 94,34% of the students from Serbia positioned it from the first to the third place. This justifies the current researchers' assumption that the students recognize the organizing of teaching as the significant component of its quality.
- As a control statement in the rating scale the current researchers determined *the regular accomplishment evaluation of students*, as a component of quality of a university teaching. As the current researchers had assumed, the largest number of students did not recognize this statement as the important component of the quality of a university teaching. The largest number of students both from Slovenia (36,27%) and from Serbia (56,61%) positioned this component to the last, the fifth place on the rating scale. By all means, it does not imply that the regular accomplishment evaluation of students is not important for their advancement, but it is not relevant for the quality of teaching performance.

Table 1. Rating the components of quality of university teaching

The components of quality of university teaching		Rating the components					Σ	
		1.	2.	3.	4.	5.		
SERBIA	Organizing of teaching at the Faculty	16	16	18	1	2	53	
		30,19%	30,19%	33,96%	1,89%	3,77%	100 %	
	Clearly defined class objectives, the significance of the content and the possibilities of their implication into practice	10	11	22	9	1	53	
		18,87%	20,75%	41,51%	16,98%	1,89%	100 %	
	The application of various teaching methods and forms	22	16	5	6	4	53	
		41,51%	30,19%	9,43%	11,32%	7,55%	100 %	
	The application of up-to-date technology	4	4	5	26	14	53	
		7,55%	7,55%	9,43%	49,06%	26,41%	100 %	
	Regular evaluation of students' accomplishment	1	5	5	12	30	53	
		1,89%	9,43%	9,43%	22,64%	56,61%	100 %	
	SLOVENIA	Organizing of teaching in the Faculty	54	55	60	25	11	205
			26,34 %	26,83 %	29,27 %	12,20 %	5,36 %	100 %
Clearly defined class objectives, the significance of the content and the possibilities of their implication into practice		42	57	42	37	27	205	
		20,49 %	27,80 %	20,49 %	18,05%	13,17%	100 %	
The application of various teaching methods and forms		73	47	45	30	10	205	
		35,61%	22,93%	21,95%	14,63%	4,88%	100 %	
The application of up-to-date technology		19	15	34	56	81	205	
		9,27%	7,32%	16,58%	27,32%	39,51%	100%	
Regular evaluation of students' accomplishment		17	31	25	57	74	204	
		8,34%	15,20%	12,25%	27,94%	36,27%	100%	



### *Students' interest in engagement in teaching activities*

The second research task was to find out how students of faculties of education from Slovenia and Serbia rate the presented components which define their interest in teaching activities. In the rating scale the following components were offered: 1) the quality of teacher's class preparation; 2) regular monitoring students' activities and the system of evaluating their accomplishments; 3) a teacher finds the ways to engage students; 4) teacher's consistency in requirements and ways of evaluating students' accomplishments; 5) connecting the previous and the new contents.

On the basis of the data presented in *Table 2* we can conclude:

- When the current researchers discuss the *quality of the teacher's class preparation*, the largest number of students from Serbia (33,96%) and from Slovenia (34,00%) positioned this component to the first place, which confirms the current researchers' assumption that the quality class preparation of the teacher is the indicator of the quality of his work with students and that students can assess the quality of the preparation very well.
- *Regular monitoring students' activities and the system evaluating their accomplishments* we marked as the control statement in the rating scale. Students from Serbia positioned this component equally (24,53%) to the third and the fifth place in the rating scale. The greatest number of students from Slovenia positioned this component to the last, the fifth place (34,00%). Therefore it can be assumed that students appreciate both regular monitoring of their activities by teachers and the clearly defined system of evaluating their accomplishments, but they do not consider this component relevant for encouraging their interest in engaging in teaching activities.
- An interesting fact is that the largest number of students from Serbia (28,30%), as well as the largest number of students from Slovenia (35,50%), positioned *the teacher's ability to find ways of engaging students* to the first place. The relevance of this research outcome confirms the fact which the current researchers had presented in the first task that the largest number of the interviewed students from Slovenia and Serbia as a prior component of the quality of university teaching define the application of various teaching methods and forms of teaching performance.
- *Consistency of a teacher in requirements and ways of evaluating students' accomplishments*, was mostly rated to the fourth place, by the students from Serbia (32,08%), as well as by the students from Slovenia (32,00%). The current researchers were not surprised by this result, since they had supposed that the students would recognize this component as a prior component related to the encouraging of their interests in engaging in teaching. The open

question is why students did not recognize the consistency as a significant component, and it can be used as a starting point for our further research.

- *Connecting the previous to the new teaching contents* was not recognized by the students as a significant component of their interests in teaching activities. Students from Serbia rated it variously and in “a scattered way” and they positioned it to almost identical range, from the first to the fifth place. Students from Slovenia, in the largest number (27,50%), rated it on the last, fifth place. It can be assumed that the students did not recognize the significance of connecting the previous with the new teaching contents that these connections contribute to fostering a higher quality of knowledge and its transfer to new situations. This opened the question whether the reasons for such a rating of this component can be found in the present organization of teaching activities, which do not develop in students, or they do not develop sufficiently, the abilities of the mentioned interconnections of teaching contents.

Table 2. Rating the components of students' interests in engaging in teaching activities

The components of students' interests in engaging into teaching activities		Rating the components					Σ
		1.	2.	3.	4.	5.	
SERBIA	The quality of teacher's class preparation	18	11	13	7	4	53
		33,96%	20,75%	24,53%	13,21%	7,55%	100 %
	Regular monitoring students' activities and the system of evaluating their accomplishments	6	11	13	10	13	53
		11,32%	20,75%	24,53%	18,87%	24,53%	100 %
	A teacher finds the ways to engage students	15	9	10	10	9	53
		28,30%	16,98%	18,87%	18,87%	16,98%	100 %
	Teacher's consistency in requirements and ways of evaluating students' accomplishments	3	12	5	17	16	53
		5,66%	22,64%	9,43%	32,08%	30,19%	100 %
	Connecting the previous and the new contents	11	10	11	10	11	53
		20,75%	18,87%	20,75%	18,87%	20,75%	100 %

SLOVENIA	The quality of teachers class preparation	68	54	39	18	21	200
		34,00%	27,00%	19,50%	9,00%	10,50%	100%
	Regular monitoring students' activities and the system of evaluating their accomplishments	15	28	46	43	68	200
		7,50%	14,00%	23,00%	21,50%	34,00%	100%
	A teacher finds the ways to engage students	71	53	32	26	18	200
		35,50%	26,50%	16,00%	13,00%	9,00%	100%
	Teacher's consistency in requirements and ways of evaluating students' accomplishments	24	34	42	62	38	200
		12,00%	17,00%	21,00%	31,00%	19,00%	100%
	Connecting the previous and the new contents	22	32	41	50	55	200
		11,00%	16,00%	20,50%	25%	27,50%	100%

### *Work responsibility of a teacher*

The third research task was to determine how the students of faculties of education from Slovenia and Serbia, rate the presented components which define teachers' responsibility. In the rating scale the following components were offered to them: 1) a teacher organizes teaching regularly; 2) she/he timely answers students' questions; 3) she/he is available to students in the scheduled time for consultations; 4) she/he is responsible for providing literature for teaching and exam preparations; 5) she/he is available for explaining the grades which the students were given in pre-exams and exams or for independent research work.

According to the data presented in the *Table 3* we conclude the following:

- The students from Slovenia (35,04%) and the students from Serbia (32,08%) in the largest number consider the importance of *regularly organized teaching*. In the rating scale this component was positioned to the first place. As it had been assumed, the students recognized this requirement as one of the basic indicators of teacher's work responsibility. Regular organization of teaching also assumes that a teacher is aware of the significance of his pedagogical impact on students, for whom he should be a model of the positive relation towards work and working duties.

- The students also recognize teachers' tasks *to answer the students' questions timely* as an important component which define the teachers' work responsibility and yet they positioned it a bit lower in the rating scale. The largest number of students from Slovenia (31,63%) rated this component to the second place, while the largest number of students from Serbia (28,31%) positioned it to the third place. A timely acting of a teacher in the educational pedagogical process determines the attitude of students towards their assignments in teaching activities and towards the teacher who responsibly and professionally fulfils her/his duties.
- When talking about the requirement for a teacher to be *available to students in the time scheduled for consultations*, there are no significant differences between the interviewed students from Slovenia and Serbia in their ratings of this component. The largest number of students from Slovenia (32,48%) positions it to the third place, while the largest number of students from Serbia (30,19%) rates this requirement to the second place. It is evident that teacher's timely answering the students' questions, as well as her/his availability to students in the time scheduled for consultations are the significant components according to which the students define the working responsibility of a teacher.
- The results confirm that there is a more significant difference in rating the component *teacher is responsible for providing the literature for teachers' performance and exam preparation*. The largest number of students from Slovenia (70,95%) positions this requirement to the third, fourth and fifth place, while the largest number of students from Serbia (64, 14%) rates it to the first, second and third place. It can be assumed that these differences appeared as a result of differences in students' habits to search for literature they need for the preparation of exam independently.
- The control statement in the rating scale related to the component that *a teacher is available for explaining grades given to students in pre-exams, exams or for independent research work*. The largest number of students from Slovenia (34,19%), as well as the largest number of students from Serbia (37,73%) positioned this component to the last, the fifth place. Such result confirms the current researchers' assumption that students do not recognize this component in the context of the teacher's work responsibility and there is also a possibility that it would be rated better as an indicator for teacher's competence of communication and collaboration. At the same time, there emerges a research question whether students are interested, free and ready to ask the teacher for an explanation of their grades and achievements.

Table 3. Rating the components which define the work responsibility of a teacher

The components which define the work responsibility of a teacher		Rating the components					$\Sigma$	
		1.	2.	3.	4.	5.		
SERBIA	A teacher organizes teaching regularly	17	8	6	10	12	53	
		32,08%	15,09%	11,32%	18,87%	22,64%	100 %	
	She/he timely answers students' questions	8	12	15	10	8	53	
		15,09%	22,64%	28,31%	18,87%	15,09%	100 %	
	She/he is available to students in the scheduled time for consultations	13	16	13	8	3	53	
		24,53%	30,19%	24,53%	15,09%	5,66%	100 %	
	She/he is responsible for providing literature for teaching and exam preparations	11	11	12	9	10	53	
		20,75%	20,75%	22,64%	16,99%	18,87%	100 %	
	She/he is available for explaining the grades which the students were given in pre- exams and exams or for independent research work	4	6	7	16	20	53	
		7,55%	11,32%	13,21%	30,19%	37,73%	100 %	
	SLOVENIA	A teacher organizes teaching regularly	41	19	12	18	27	117
			35,04%	16,24%	10,26%	15,38%	23,08%	100%
She/he timely answers students' questions		33	37	21	14	12	117	
		28,21%	31,63%	17,94%	11,96%	10,26%	100%	
She/he is available to students in the scheduled time for consultations		11	33	38	22	13	117	
		9,40%	28,21%	32,48%	18,80%	11,11%	100%	
She/he is responsible for providing literature for teaching and exam preparations		14	20	21	37	25	117	
		11,96%	17,09%	17,95%	31,63%	21,37%	100%	
She/he is available for explaining the grades which the students were given in pre-exams and exams or for independent research work		18	8	25	26	40	117	
		15,38%	6,84%	21,37%	22,22%	34,19%	100%	

## CONCLUDING REVIEWS

By the strategic direction of education development, standardization competencies for the profession of teachers, as well as by various theoretical approaches to the problem of enhancing the quality of university education, it has been confirmed that a teacher is the core component of the mentioned quality. The confirmation of this remark can be found in the results of the current research which is presented in this paper, and which had the aim to find out whether and in which way students determine a teacher as a component of promoting university teaching.

Based on the obtained research results, the current researchers conclude that students from the sample consider that the application of various teaching methods and forms of teaching performance, the clearly defined class objective, contents and possibilities for their application into practice are significant components of the quality of university teaching. When discussing the components which define interests of students in engagement into teaching activities, as the most important they recognized the quality of teachers' preparation for class and their capability of finding the ways to engage students. Referring to the requirements and tasks for teachers, which define their work responsibility, first students recognized it in situations when a teacher organizes teaching regularly, when she/he answers the students' questions timely and is available to students in the time scheduled for consultations.

Pedagogical implications of this research are possible to be reviewed in two directions: 1) the obtained results can be a significant starting point for university teachers for further development of their professional competences and promoting their pedagogical practice; 2) the obtained results represent a good basis for new researches on possibilities and effectiveness of application of up-to-date technology, or on the significance of teachers' consistency in requirements and ways of evaluating students' accomplishments.

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