

Overview of the Report, Self-analysis of the Faculty of Teacher Education, University of Zagreb: 2013



The Faculty Council of the Faculty of Teacher Education, University of Zagreb unanimously adopted the document entitled Report, Self-analysis, 2008-2013 at the Faculty Council meeting on January 14 after a public debate.

The Self-analysis of the Faculty is a document which shows the Faculty's activities throughout the period of five years from 2008 until 2013. The Self-analysis was created partly for the purpose of the Faculty's reaccreditation process, developed by members of work groups within the Committee for the Development of Self-analysis chaired by Dr. Ivan Prskalo, dean. However, in addition to the mentioned work groups, all employees and associates to the Faculty were either directly or indirectly engaged in its creation.

According to the guidelines in the *Guidelines for writing the self-analysis of higher education institutions within the university*, the content is structured into eight chapters: *I Higher education institution management and quality assurance, II Study programmes, III Students, IV Teaching staff, V Scientific, art and professional activity, VI Mobility and international cooperation, VII Resources: administrative and support services, space, equipment and finances and VIII Conclusion*. The chapters are further divided into subchapters, the final paragraph of which comments on the satisfaction with the present state and possibilities for further improvement related to the topic that is analyzed.

The first chapter *I Higher education institution management and quality assurance* section *Faculty development* gives a short overview of the development of the Faculty of Teacher Education from its founding (two-year programme of study) in 1919 to present day. Special emphasis is given to the events of the last decade due to the changes which occurred in adapting to the aims of the Bologna declaration. Those changes influenced the context of the development and changes within this particular higher education institution. In that respect, the Faculty of Teacher Education obtained in 2005 the license to carry out the *Integrated Undergraduate and Graduate University Study for Primary Teacher Education* and the license to carry out the *Professional*

Programme of Study of Preschool Education. It also contains a description of the merger of Teacher Training Colleges in Čakovec and Petrinja with the Faculty of Teacher Education which, since 2007, function as its branches (departments). The chapter *Internal Organization of the Faculty* shows the structural elements of the internal organization of the Faculty and in a subchapter gives an overview of the management, their role and manner in which they are elected. The following sections describe elements of the integration within the University of Zagreb and the fundamental values and manners of monitoring ethical behaviour related to research, teaching and student-relations. The part dealing with the vision and mission of the Faculty are in direct link with the *Strategic Plan of Development of the Faculty of Teacher Education*, which deals with the policy of employment and long-term goals “incentive for continuous development of undergraduate and graduate programmes of study, raising their quality and the development of a postgraduate doctoral programme of study (Report/Self-analysis, 2013, 31). One of the most significant aims is to raise the quality of scientific and research work and work on its promotion in Croatia and the international community. The peculiarities and significance of the Faculty of Teacher Education in relation to other similar institutions in Croatia is also provided. In the area of study programmes, some specificities in relation to other programmes of study in Croatia are: an integrated study for primary teacher education with the English or German language, the joint international graduate programme of study with Münster University: *Management and Counselling in European Education*, or the *kajkavian* version of the module Croatian language which is carried out at the department in Čakovec. Presently, there is no overlap of such a programme with any similar institution at the University “which is a fact that gives the Faculty of Teacher Education a certain exclusive right” (ibid., 36). Documents which deal with the assurance of quality of scientific and teaching work as well as data on student evaluation of the programme are also provided. Bodies which ensure quality and activities which have taken place or are being planned for implementation are also mentioned in order to improve the quality of the study programme (documents and handbooks, transfer to the ISVU system, questionnaires for assessing the quality of the study programmes, faculty services and the organizational level of the faculty). The good points and the shortcomings within the programmes of study, staffing and material potentials are elaborated on.

Chapter *II Study programmes* gives a detailed description of the programmes which the Faculty has been carrying out from 2009 to present day. A total of eight programmes for the education of primary teachers, preschool teachers and other participants in the educational process or scientific research: professional undergraduate, university undergraduate, university graduate, integrated, international, particular parts of the programme for the acquisition of teaching competences and postgraduate university study. Each of the programmes is described in detail. The text further provides the analysis of the criteria for determining entrance quota, student pass-rate, methodology

and aims in determining learning outcomes, and adjustment of the ECTS points with the estimate of student work-load. The study programmes are compared to similar studies and elements for assessment and evaluation are determined so as to adapt to new research. Attention is given to teaching outside the Faculty such as: student-teaching practice and professional student-teaching practice which are specific for this type of education for future teachers and preschool teachers and as such are described according to the programme of study which they are a part of. The end of the chapter gives plans for the improvement of the programme whose implementation is already taking place, such as, e.g. the proposal of the new programme of teacher education studies which is in the accreditation process, the training in pedagogy and psychology of teachers and postgraduate specialist (professional) and doctoral programme of study.

Chapter *III Students* describes the quality and structure of students who have applied to the Faculty and those enrolled at the Faculty of Teacher Education in relation to the schools they come from and the average grade achieved while studying. It is evident that there is a great interest for studying at the Faculty as the numbers of students increase with each year. An overview of the ways in which future students are informed about the study programmes, assessment of learning outcomes and assurance of objectivity and impartiality at exams follows in the text. This is related to the course syllabi, the *Regulations on Studying* and *Regulations on Disciplinary Responsibilities of Students* which regulate procedures in cases of exam irregularities. The students' opinion regarding issues and possibilities for improvement of the cooperation with teachers was also given. Possibilities for accommodation, nutrition and extracurricular student activities were described as well as students' suggestions with respect to location. Of value are measures given for motivating students: Dean's award, and Award for particular contribution to the development of the faculty (as part of the course Volunteering in education and courses which encourage humanitarian work through participation in various activities, and particularly with titles given to students upon completion of their studies: *summa cum laude*, *magna cum laude* and *cum laude*.

Chapter *IV Teaching staff* analyses the structure of teachers and associates, in relation with numbers which compare full time teachers and part-time associates, the teacher-student ratio, and the extent of the teaching load as well as the teaching load of external associates. It is observed that there is a lot of external cooperation, particularly in the area of teaching methodology practice courses which are carried out by teachers in the teaching rank who come from practice. The attempt to reduce external cooperation within the last five years is also evident. The previously mentioned new programme of study would solve the majority part of the load for which external cooperation is necessary. Formal procedures for monitoring external engagement of teaching staff are also given. Data on the size of student groups at lectures, seminars and practicum are also explained and put into context of answers from student questionnaires at the

end of their programme of study. The procedure for evaluating teacher competences and competences of external associates are also described: promotion to higher rank, student surveys, *on-line* survey of teachers, which provide their professional development. As types of professional support to teachers and external associates in the area of professional development of teaching competences, the initiatives of the Faculty are given as well as an overview of some major types of support: subject competences, pedagogical-psychological components of teaching, communicative and organizational competence, mobility and support in understanding the social and cultural context of education. Special measures for motivating teachers are also described: financial assistance for participating at conferences, Dean's award and Public praise at Faculty Council meetings. In the description of teaching materials and selection of textbooks used in the last five years a mark is given for their quality and good coverage of the programme with relevant readings. The conclusion implies a satisfaction with the described trend of reducing external cooperation, and with encouraging professional teacher development and the teacher structure. Improvements are possible in the increase of teaching staff in scientific-teaching and art ranks, however, it is emphasized that such a need is not followed by providing new work position by the competent authority/institutions.

Chapter *V Scientific, art and professional work* provides a detailed description of the strategies, programme of research, planning and support to researchers at the Faculty. It mentions fourteen projects related to the Ministry of Science, Education and Sports from the beginning of 2007 until the end of 2013. All involvement of the Faculty with IPA projects, projects of the Croatian Science Foundation and financial support of the University have been signed, and possibilities for improvement in the area of research in international projects have been mentioned (some of which have been implemented). This is followed by a list of relevant scientific journals in which teachers of the Faculty of Teacher Education publish their work and prominent national and international cultural institutions, museums and galleries in which teachers in art-teaching ranks exhibit their work. The chapter also gives an overview of the citation index of papers written by the teaching faculty which is evident in world databases. The artistic activity and production is also described with respect to relevant indicators in the art area. The ten most relevant articles were pointed out according to the databases WoS, Scopus and Google Scholar published within the last five years with respect to the scientific areas. Criteria for scientific production and mentorship of doctoral dissertations, which are described in the *Regulations on the Doctoral Study*, are commented on. The procedure for the selection of mentors to doctoral candidates is described and at the same time the procedure for possibly including young researchers into the research/scientific system: postgraduate study, scientific conferences, and visits to other higher education institutions and programmes of the Agency for mobility and EU programmes. However, due to restrictions in employment upon receiving the title of doctor of science, young scientists have a rather difficult time moving to

the rank of assistant professor and remain in the rank of senior assistant teachers. Papers resulting from international cooperation are also mentioned. This is followed by a list of scientific research projects from 2007 until 2013 and a short review of their contribution to the activities of the Faculty, to the teaching profession and the development of society. Four journals are mentioned which have been publishing within the last five years: *Educational Sciences*, *Metodika*, *Neos* and *Licus*. In 2011 all of the mentioned journals were cancelled in order to promote a single journal: *The Croatian Journal of Education*. Detailed information is given on the editors-in-chief and editorial boards of the mentioned journals. One professional project is also described with its contributions to the society in general. Chapters of the assessment of quality of scientific work, the system of support in the publication of highly ranked scientific journals and ethical concerns in research are also described.

Chapter VI *Mobility and international cooperation* analyses the internal and international mobility of students. It mentions the processes of establishing international cooperation through bilateral interuniversity and interfaculty agreements, international university networks and associations, cooperation at international projects in the area of higher education, cooperation at international and professional researches: at the level of faculty, departments, chairs, journals and through various joint doctoral and other studies. It mentions teachers who independently manage and participate in a number of European projects. The chapter mentions bilateral agreements signed with international institutions and the most significant forms of international cooperation: *Centre for European Education*, joint institution with Münster University and the project RESCUR. It describes the involvement of the Faculty with other international institutions through the *Centre for European Education* whose activity is presented in detail. The cooperation regarding teacher and associate exchange with other higher education institution abroad is also given (programmes CEEPUS; ERASMUS, TEMPUS projects, bilateral agreements...). The chapter gives a description of the international cooperation of students, their possibility of staying abroad and the visits of foreign students at the Faculty. It is concluded that the number of established agreements is more than satisfactory, which is in line with the mission and vision of the Faculty and at the same time such cooperation will be expanded. It is necessary to intensify international mobility of students and teachers in the coming period as well as mobility of foreign students. The development of administrative support for applying for and for carrying out international projects has been planned for which would significantly improve the realization of international cooperation.

Chapter VII *Resources: administrative and support services, space, equipment and finances* offers a detailed analysis of the number of staff, students, rooms, equipment and finances. It provides an explicit structure of non-teaching staff and the present state of the rooms – lecture halls, practicum, IT equipment, its acquisition and manner of use. The subchapter on the library of the Faculty of Teacher Education gives qualitative and quantitative indicators of such an inevitable segment of the Faculty

with respect to the area, staffing coverage, library fund and the state of its digitalization. Finally, data related to business: ratio of budget and market acquisitions and the structure of expenditures. Priorities in the case of an increased budget financing are also given: investment into human resources – Faculty staffing, improvement of the technical equipment to create better working conditions, refurbishment of the sports hall and campus in Kamenica and the conversion of existing spaces.

It is necessary to mention that almost two hundred pages of the document's text which are summarized in this review are followed by another document entitled *Appendices, Self-analysis*. The 150-page document contains appendices – tables which numerically follow and show the present state described in the five-year-period of the Self-analysis from 2009 until 2013.

Chapter *VIII Conclusion* mentions an important fact relating to the creation of the document itself. The Self-analysis of the Faculty of Teacher Education is a result of teamwork which lasted several months and which involved, as previously mentioned, all employees of the Faculty, all students and associates – from simply providing personal data on work to the final editing of the document. “It is a comprehensive document containing crucial chapters for the reaccreditation of one higher education institution” and by taking into consideration “all relevant facts, the points of excellence and shortcomings, it ensures that the aims are set towards improvement” (p. 181).

This could possibly be the final thought of this review. However, before ending the text there are some aspects that should be made known about the self-analysis document. As a result of the task set for the purpose of reaccrediting a higher education institution, a unique document was created containing the analyses of all of the Faculty's activities and all instances which function within it. Therefore, this document is available to all who will in the future study the Faculty's structure, activities, as well as scientific, art, and educational significance of the Faculty of Teacher Education, University of Zagreb.

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Prikaz Izvješća, Samoanalize Učiteljskog fakulteta Sveučilišta u Zagrebu: 2013.



Fakultetsko vijeće Učiteljskog fakulteta Sveučilišta u Zagrebu na sjednici Fakultetskog vijeća 14. siječnja 2014. jednoglasno je nakon prethodno provedene javne rasprave usvojilo dokument pod nazivom *Izvješće, Samoanaliza, 2008. – 2013.*

Samoanaliza fakulteta predstavlja dokument koji sveobuhvatno prikazuje djelatnost fakulteta u posljednjih pet godina, od 2008. do 2013. godine. Nastala je u sklopu provođenja reakreditacije Fakulteta, a izradili su je članovi radnih skupina u sklopu *Povjerenstva za izradu Samoanalize* čiji je predsjednik prof. dr. sc. Ivan Prskalo, dekan. No u njoj su svojim angažmanom, izravno ili neizravno sudjelovali svi djelatnici i vanjski suradnici Fakulteta.

Prema naputcima u *Uputama za izradu samoanalize visokih učilišta u sastavu sveučilišta*, sadržaj je strukturiran u osam poglavlja: *I. Upravljanje visokim učilištem i osiguravanje kvalitete, II. Studijski programi, III. Studenti, IV. Nastavnici, V. Znanstvena, umjetnička i stručna djelatnost, VI. Mobilnost i međunarodna suradnja, VII. Resursi: stručne službe, prostor, oprema, financije i VIII. Zaključak.* Poglavlja se dijele u potpoglavlja, a na kraju svakog se poglavlja iznosi zadovoljstvo postojećim stanjem i moguća poboljšanja vezana uz temu koja je prikazana.

U prvome poglavlju *Upravljanje visokim učilištem i osiguravanje kvalitete* u potpoglavlju *Razvoj fakulteta* kratko je opisan razvoj Učiteljskoga fakulteta od osnivanja dvogodišnjeg studija 1919. do današnjih dana. Poseban se naglasak pridaje događajima u posljednjih deset godina zbog promjena koje su se zbile prilagođavanjima ciljevima Bolonjske deklaracije. Te su promjene utjecale na kontekst razvoja i promjena unutar ovoga visokog učilišta. Tako je navedeno je da Učiteljski fakultet 2005. dobiva *Dopusnicu za izvođenje integriranog preddiplomskog i diplomskog sveučilišnog učiteljskog studija* i *Dopusnicu za izvođenje stručnog studija predškolskog odgoja*. Opisano je i pripajanje visokih učiteljskih škola u Čakovcu i Petrinji Učiteljskom fakultetu koje od 2007. djeluju kao njegovi dislocirani odsjeci. U potpoglavlju *Interna organizacijska struktura fakulteta* prikazani su strukturni elementi unutarnje organizacije fakulteta, a u zasebnome istoimenom potpoglavlju struktura čelnništva fakulteta s navedenim ulogama i načinom izbora. Slijede dijelovi u kojima se opisuju elementi integracije u sastav Sveučilišta u Zagrebu i temeljne vrijednosti i načini nadgledanja etičkog ponašanja vezani uz istraživanja, nastavu i odnos prema studentima. U dijelu u kojem se govori o viziji i misiji Fakulteta dane su poveznice sa *Strateškim planom razvoja Učiteljskoga fakulteta*, navodi se politika zapošljavanja i dugoročni ciljevi „poticanje kontinuiranoga razvoja preddiplomskih, integriranih preddiplomskih

i diplomskih studija, podizanje njihove kvalitete te razvoj poslijediplomskoga doktorskoga studija“ (Izvješće/Samoanaliza, 2013., 31). Poseban je navedeni cilj podizanja vrsnoće znanstvenoga i istraživačkoga rada, zatim promoviranje njegova prepoznavanja u hrvatskoj i međunarodnoj zajednici. Saznaje se i o posebnosti i značaju Učiteljskoga fakulteta u odnosu na slične institucije u Republici Hrvatskoj. U području provedenih programa studijskih programa spomenimo samo neke specifičnosti u odnosu na ostale studije u Republici Hrvatskoj: integrirani učiteljski studij s engleskim ili njemačkim jezikom, združeni međunarodni diplomski studij sa sveučilištem u Münsteru *Menadžment i savjetovanje za europsko obrazovanje* ili kajkavska inačica modula Hrvatski jezik koji se izvodi na Odsjeku u Čakovcu. Trenutno nema preklapanja sa sličnom ustanovom na Sveučilištu „što je činjenica koja daje Učiteljskom fakultetu određeni ekskluzivitet“ (isto, 36). Navode se dokumenti za osiguravanje kvalitete znanstvenoga i nastavnoga rada i podatci o studentskome vrednovanju studija u cjelini. Iznose se tijela za osiguravanje kvalitete i aktivnosti koje su provedene ili se planiraju provesti kako bi se kvaliteta studija poboljšala (dokumenti i priručnici, prijelaz na ISVU sustav, ankete za ocjenu kvalitete studijskih programa, fakultetskih službi i organizacijske razine fakulteta). Obrazlažu se prednosti i nedostaci u programskim, kadrovskim i materijalnim potencijalima.

U poglavlju *II. Studijski programi* detaljno su navedeni programi koje je fakultet izvodio od 2009. do danas, ukupno osam programa za odgoj i obrazovanje učitelja, odgojitelja i ostalih sudionika u obrazovnom procesu ili znanstvenome istraživanju: dodiplomski stručni, prediplomski sveučilišni, diplomski sveučilišni, integrirani, međunarodni, posebni dijelovi programa za stjecanje nastavničkih kompetencija i poslijediplomski sveučilišni studij. Svaki je od programa pobliže opisan. U daljnjem tekstu analizirani su kriteriji za određivanje upisnih kvota, prolaznost studenata, metodologija i ciljevi u određivanju ishoda učenja i usklađivanje ECTS bodova s procenom studentskoga opterećenja. Studijski programi uspoređuju se sa srodnim studijima, navode se elementi praćenja i analize kako bi se prilagodili novim istraživanjima. Pozornost je posvećena i nastavi izvan Fakulteta, a to su: metodičke vježbe i stručno-pedagoška praksa koje su specifične za ovu vrstu obrazovanja učitelja i odgojitelja. One su opisane s obzirom na studijski program u kojem se provode. Pri kraju se poglavlja navode planovi za poboljšanja programa čija je realizacija već u tijeku, primjerice, prijedlog novog studijskog programa Učiteljskog studija koji je u postupku akreditacije, program pedagoško-psihološke izobrazbe nastavnika i poslijediplomski specijalistički i doktorski studiji.

U poglavlju *III. Studenti* opisuje se stanje kvalitete i strukture prijavljenih i upisanih studenata u odnosu na škole iz kojih dolaze i u odnosu na prosječne ocjene koju ostvaruju na studiju. Razvidno je da postoji velik interes za studiranje, a broj se svake godine povećava. Slijedi tekst o načinima informiranja budućih studenata o studentskim programima, provjerama ishoda učenja i osiguravanju nepristranosti i objektivnosti na ispitima. To se dovodi u kontekst sa silabima kolegija, *Pravilnikom o studiranju* i

Pravilnikom o stegovnoj odgovornosti studenata koji reguliraju postupke u slučajevima neregularnosti na ispitima. Izneseno je i mišljenje studenata o problemima i mogućnostima poboljšanja suradnje s nastavnicima. Opisane su mogućnosti smještaja, prehrane i izvannastavnih aktivnosti studenata te dani prijedlozi poboljšanja u odnosu na lokacije. Vrijedne su pozornosti mjere za motiviranje studenata: Dekanova nagrada i Nagrada za poseban doprinos razvoju fakulteta (u sklopu kolegija Volontiranje u obrazovanju i kolegija koji potiču humanitarni rad uključivanjima u razne akcije, a posebno naslovi istaknutim studentima po završetku studija: *summa cum laude*, *magna cum laude* i *cum laude*.

U poglavlju IV. *Nastavnici* analizira se struktura nastavnika i suradnika, stavljaju u odnose brojke kojima se uspoređuju omjeri stalno zaposlenih i vanjskih suradnika, omjer nastavnik – student i opseg nastavnih opterećenja nastavnika i vanjskih suradnika. Zapaža se da postoji velik udio vanjske suradnje, najviše u metodičkim vježbama koje provode nastavnici u nastavnim zvanjima koji dolaze iz prakse. Evidentan je i pokušaj smanjenja vanjske suradnje u posljednjih pet godina, a predložen bi ranije spomenuti novi studij riješio veći dio opterećenja koje postoji u vanjskoj suradnji. Navedeni su i formalni postupci za praćenje vanjskog angažmana nastavnika fakulteta. Objašnjeni su podatci o veličini studentskih grupa na predavanjima, seminarima i vježbama, i stavljani u kontekst dobivenih odgovora u studentskim anketama na kraju studija. Opisani su postupci procjene kompetentnosti nastavnika i vanjskih suradnika: izbor u zvanja, studentske ankete, *on-line* anketa nastavnika u kojoj navode svoja nastavnička usavršavanja. U oblicima stručne podrške nastavnicima i vanjskim suradnicima u području usvršavanja nastavničkih kompetencija navedene su inicijative Fakulteta i podrška: kod predmentnih kompetencija, pedagoško-psihološke komponente podučavanja, komunikacijskih i organizacijskih kompetencija, mobilnosti i podrške kod razumijevanja društvenog i kulturnog konteksta obrazovanja. Opisane su i posebne mjere kojima je cilj motiviranje nastavnika: financijska podrška za sudjelovanje na skupovima, Dekanova nagrada i Javna pohvala na sjednici Fakultetskoga vijeća. U opisu nastavnih materijala i odabiru nastavnih udžbenika korištenih u posljednjih pet godina navodi se ocjena njihove kvalitete i dobre pokrivenosti programa literaturom. U zaključku se navodi zadovoljstvo opisanim trendom smanjivanja vanjske suradnje, poticanjem stručnog usavršavanja nastavnika i njihovom strukturom. Poboljšanja su moguća u povećanju broja nastavnika u znanstveno-nastavnim i umjetničkim zvanjima, no naglašeno je da ta potreba nije praćena otvaranjem novih radnih mjesta od nadležnih institucija.

Poglavlje V. *Znanstvena, umjetnička i stručna djelatnost* donosi opsežan opis strateškoga programa znanstvenih istraživanja, planiranja i podrške istraživačima na Fakultetu. Navodi se četrnaest projekata vezanih uz MZOS od početka 2007. do kraja 2013. godine. Popisana su uključivanja Fakulteta u IPA projekte, projekte Hrvatske zaklade za znanost i financijske potpore Sveučilišta, a navode se i moguća poboljšanja u području istraživanja u međunarodnim projektima i neke od mjera koje se već

provode. Slijedi izbor relevantnih znanstvenih časopisa u kojima nastavnici Fakulteta objavljuju svoje radove, kao i istaknute domaće i međunarodne kulturne institucije, muzeji i galerije u kojima svoja djela predstavljaju nastavnici u umjetničko-nastavnim zvanjima. Prikazuje se citiranost radova nastavnika u svjetskim bazama podataka te komentira njihov prikaz. Prikazana je umjetnička djelatnost i produktivnost u odnosu na relevantne pokazatelje u umjetničkome području. Istaknuto je deset najvažnijih članaka prema bazama podataka WoS, Scopus i Google Scholar u posljednjih pet godina s obzirom na znanstvena područja. Nadalje se komentiraju kriteriji znanstvene produktivnosti za mentorstvo doktorskih disertacija koji su opisani u *Pravilniku o doktorskome studiju*. Opisuje se postupak provođenja izbora mentora kandidatima na doktorskome studiju, a navode i mogućnosti uključenja mladih znanstvenika u znanstveni sustav: poslijediplomski studiji, znanstvene konferencije, boravak na drugim visokim učilištima i programi Agencije za mobilnost i programe EU. I ovdje se naglašava žalosna činjenica da zbog restrikcija u zapošljavanju nakon stjecanja doktorata mladi znanstvenici vrlo teško prelaze u zvanje docenta, ostaju viši asistenti. Spominju se znanstveni radovi proizašli iz međunarodne suradnje. Slijedi opis navedenih znanstvenih projektata od 2007. do 2013. te kratki prikaz njihova doprinosa aktivnostima Fakulteta, nastavi i razvoju društva. Navedena su četiri časopisa koji su izdavani tijekom proteklih pet godina: *Odgojne znanosti*, *Metodika*, *Neos* i *Licus*. Godine 2011. svi su oni ukinuti da bi se pokrenuo jedan novi časopis: *Hrvatski časopis za odgoj i obrazovanje*. Iscrpno se navode podatci o glavnim urednicima i uredništvima nabrojanih časopisa. Opisuje se i jedan stručni projekt te navode njegovi utjecaji na društvo. Slijede poglavlja o praćenju opsega kvalitete znanstvenoga rada, sustavu podrške u objavljivanju u visoko rangiranim znanstvenim časopisima i brizi o etici u istraživanju.

Poglavlje VI. *Mobilnost i međunarodna suradnja* analizira unutarnju i međunarodnu mobilnost studenata. Navodi se ostvarenje međunarodne suradnje preko bilateralnih međusveučilišnih i međufakultetskih sporazuma, međunarodnih sveučilišnih mreža i udruga, suradnje na međunarodnim projektima s područja visokog obrazovanja, suradnje na međunarodnim i stručnim istraživanjima: na razini fakulteta, odsjeka, katedri, u časopisima i različitim združenim doktorskim i inim studijima. Navodi se i nastavnici koji samostalno vode te sudjeluju u brojnim europskim projektima. Navedeni su bilateralni ugovori sklopljeni s međunarodnim institucijama i najvažniji oblici međunarodne suradnje: *Centar za europsko obrazovanje* zajednička institucija sa Sveučilištem u Münsteru) i projekt RESCUR. Opisuje se uključenost Fakulteta u međunarodne institucije preko *Centra za europsko obrazovanje* čija je djelatnosti iscrpno prikazana. Prikazana je suradnja u razmjeni nastavnika i suradnika s drugim visokim učilištima u inozemstvu (programi CEEPUS; ERASMUS, TEMPUS projekti, bilateralni ugovori...). Opisana je međunarodna suradnja studenata, njihova mogućnost boravka u inozemstvu i boravak stranih studenata na Fakultetu. Zaključuje se da postoji više nego zadovoljavajući broj sklopljenih sporazuma, a u skladu s

misijom i vizijom Fakulteta međunarodna će se suradnja i dalje proširivati. Potrebno je intenzivirati međunarodnu mobilnost studenata i nastavnika u narednome razdoblju, kao i mobilnost stranih studenata. Planirano je razvijanje administrativne podrške za prijavljivanje i odvijanje međunarodnih projekata, što bi uvelike pomoglo učinkovitom odvijanju međunarodne suradnje.

Poglavlje VII. *Resursi, stručne službe, prostor, oprema i financije* donosi iscrpnu analizu broja osoblja, studenata, prostorija, opreme i financija. Taksativno se navodi kvalifikacijska struktura nenastavnoga osoblja i stanje prostora – predavaonica i praktikuma za nastavu, kao i informatičke opreme, njezine nabave i načina upotrebe. U potpoglavlju o knjižničnome prostoru Fakulteta navode se kvalitativni i kvantitativni pokazatelji toga važnog dijela Fakulteta u odnosu na prostor, kadrovsku zastupljenost i knjižni fond i stanje u njezinoj informatizaciji. I na kraju podatci vezani uz poslovanje: omjer proračunskih i tržišnih prihoda, zatim struktura tržišnih prihoda i struktura njihova trošenja. Navode se i prioritete u slučaju povećanog proračunskog financiranja: ulaganje u ljudske resurse – kadar Fakulteta, podizanje tehničke opremljenosti zbog stvaranja boljih uvjeta za rad, uređivanje sportske dvorane i kampusa u Kamenici, kao i prenamjena pojedinih prostora.

Potrebno je još spomenuti da dvjestotinjak stranica koje su u ovome tekstu vrlo sažeto informativno prikazane prati i dokument pod nazivom *Prilozi, Samoanaliza*. U njemu se na stopedesetak stranica nalaze prilozi – tablice koje brojčano prate i pokazuju stanje opisano u petogodišnjem razdoblju *Samoanalize* od 2009. do 2013.

U VIII. *Zaključku* spomenuta je vrlo važna činjenica o nastanku dokumenta. *Samoanaliza* Učiteljskoga fakulteta rezultat je višemjesečnoga timskog rada u koji je bio uključen, kao što je na početku istaknuto, svaki njegov zaposlenik, student i suradnik – od jednostavnog davanja osobnih podataka o radu do oblikovanja završnog dokumenta. „Sveobuhvatan je to dokument koji u sebi sadrži neophodna poglavlja za reakreditaciju jednog visokog učilišta“ te sagledavanjem „svih relevantnih činjenica, prednosti i slabosti osigurava ciljne pomake k boljem“ (str. 181).

To bi mogla biti završna misao prikaza. No prije samoga kraja valjalo bi ipak još nešto reći o dokumentu samoanalize. Iz zadatka koji je morao biti riješen za potrebe reakreditacije visokoga učilišta nastao je dokument u kojem je na jednome mjestu analizirana cjelokupna djelatnost Fakulteta i svih onih koji u njemu djeluju. Dokument je to za kojim će morati posegnuti svatko tko će u budućnosti proučavati strukturu, djelovanje, znanstveni, umjetnički i obrazovni značaj Učiteljskoga fakulteta Sveučilišta u Zagrebu.

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