

Satisfaction of Students - Future Early and Preschool Education Teachers with the Visual Arts Teaching Methodology Course as an Indicator of Teaching Quality

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Abstract

The education of future teachers should be based on quality courses that entail effective teaching and learning as well as the development of students' teaching competences (knowledge, skills, and abilities) that they will need for working with children in preschool settings. One potential indicator of the study program quality is the interaction between students and university teachers and mentors who are competent and qualified to provide students with feedback required to help them work as preschool teachers with children in the future.

The methodology exercises in visual arts and other areas are some of the most important activities in the early education teacher study program because they provide students with the opportunity to gain practical experiences and skills while working with children in early education and kindergarten settings. Those exercises require students to implement educational theories in practice, and they also contribute to the development of the students' personal, methodological, and professional teaching competences. The object of research in this study is the satisfaction of students enrolled in the early education teacher study program

The empirical research was conducted on all faculties of teacher education in Croatia that have an early teacher education study program. The anonymous surveys were administered to students (N=220) who attended Visual Arts Teaching Methodology course in order to measure the characteristics of the sample as well as their satisfaction with: teacher performance, assessment and grading, student teaching experiences, course organization, availability of learning materials

and resources, development of the students' teaching competences, and overall satisfaction with the course. A regression analysis was used to identify those elements of the course that are the best predictors of student satisfaction. The standardized regression coefficients indicate that student satisfaction with the course is best explained by the following predictors: teacher performance, course organization and development of teaching competences. In addition to the quantitative analysis, an analysis of qualitative data was conducted in order to identify the most common themes in the constructive feedback about the course provided by the students.

Key words: *competence development; course quality; course satisfaction; preschool teacher; Visual Arts Teaching Methodology.*

Introduction

Education has an important role in the development of contemporary society. In order to introduce changes for improving the quality of the education system, early childhood teachers must develop professional teaching competences (Jurčić, 2012), which they can use to effectively organize and conduct educational activities with children in kindergartens.

The performance quality of early childhood teachers in educational institutions depends, first and foremost, on the quality of their initial teacher education. The quality of initial education is a requirement for developing a sense of importance for lifelong teacher education and professional development in students as future teachers (Vizek Vidović, 2005).

Courses can be based on traditional approaches (emphasis on the realization of class contents and learning objectives) or based on the students' needs, i.e. the subjects of the learning process (Rogers & Freiberg, 1994). That is why this paper investigates student satisfaction with the Visual Arts Teaching Methodology course. It should be an indicator of the course quality in terms of teacher performance, assessment and grading, student teaching experiences, course organization, availability of learning materials and resources, and the development of students' teaching competences.

Visual Arts Teaching Methodology and other methodology courses in the early teacher education study program are essential for students who are training to be preschool teachers because theoretical knowledge in those types of courses is implemented in practice. Therefore, students are able to gain practical experiences, skills, and professional teacher competences while working with children in early education and kindergarten settings.

The complexity of the Visual Arts Teaching Methodology course requires good organization and collaboration between educators working in the higher education institutions and the kindergartens. This means that faculty professors and student mentors in kindergartens need to effectively guide the learning process and prepare students for implementing methodology approaches such as planning, organizing, implementing, and reflexive activities, in order to provide students with feedback that will positively reflect on their future work.

The interaction between students, college professors and mentors is one possible indicator of a course quality. The aforementioned educators, based on their professional competences, are models for students so they should build positive relationships with their students and develop a positive, creative atmosphere in the class.

The importance of developing a positive atmosphere in the learning environment was confirmed by Wragg and Wood (1989, as cited in Kyriacou, 2001) in their study that compared the characteristics of experienced teachers with those of future teachers. It was found that experienced teachers are more: "self-confident, kinder, more professional, supportive, flexible, maintain more eye contact with the pupils, use humor more often, have clear rules in the classroom, and are better at enforcing their personality and authority when necessary in the classroom" (p. 108). Teachers should first and foremost respect their students, support their sense of worth and self-respect, and also regard their students as collaborators with whom they can conduct quality lectures (Bognar & Kragulj, 2010).

Those types of lectures can be conducted only if the teachers are willing to move away from traditional lectures and focus their efforts toward encouraging active learning that will provide the students with "a high degree of independence and supervision over organization and direction of activities" (Kyriacou, 2001, p. 68). According to Bognar (2006, p. 8), lectures are successful in only 5-10% of cases and they usually represent a loss of time for the students, whereas lectures that encourage students to express their creativity, ideas, emotions, and abilities improve their academic success and develop their sense of importance for lifelong learning and practice.

Some characteristics of good teaching, according to Meyer (2005, p. 23), include: "a clear class structure, actual learning time, supportive classroom atmosphere, clarity of content, communicating meaning, diversity of methods, individual support, intelligent practice, transparency of expectations, and a prepared environment".

Bezinović et al. (1998) suggest that the interpretation of student satisfaction needs to consider the students' interest and motivation for enrolling in a study program. Therefore, in order to improve the quality of the course, it is important to stimulate the students' interest and motivation for the course content and activities. Furthermore, even though students' satisfaction with the course is associated with their motivation and attention in classes, it can also be dependent on the competences of the teaching personnel, effectiveness of the administrative personnel, and the availability of information technology support at the faculty (Vranešević, Mandić, & Horvat, 2007).

In addition to teacher performance and students' teaching experiences in the kindergarten, it was found that student satisfaction with courses can depend on the transparency and clarity of assessment and grading procedures (Vranešević, Mandić, & Horvat, 2007), the effectiveness of the course organization (Civian & Brennan, 1996), and the availability of learning materials and resources for course activities at the faculty (Tallman, 1994).

The starting point of this study is based on the complexity, i.e. the complex structure of the teaching process. All of the aforementioned statements by various authors can be related to the didactic theory of teaching established by German scientists Heimann and Schulz (Peterßen, 2001). The Berlin and revised Hamburg models of teaching are examples of polyfactorial, structural models of teaching that demonstrate didactic planning within the implied association among elements (e.g., teachers, students, socio-cultural conditions and consequences, anthropological/psychological conditions and consequences, learning objectives, topics, quality of teaching methods, intentions, and mediums, student and teacher self-regulation of success, etc.).

Based on the review of literature and theory, the main objective of this study was to identify those elements of the Visual Arts Teaching Methodology course that are the best predictors of satisfaction with the course among students enrolled in the early teacher education study program.

Research Problem and Hypotheses

The research problem was to identify those elements of the Visual Arts Teaching Methodology course that are the best predictors of satisfaction with the course among students enrolled in the early teacher education study program. The basic assumption is that all elements of course quality will be significant predictors of student satisfaction with the course. The following hypotheses were defined:

- H1: Satisfaction with teacher performance has a statistically significant and positive effect on the overall satisfaction of students with the quality of the course.
- H2: Satisfaction with assessment and grading has a statistically significant and positive effect on the overall satisfaction of students with the quality of the course.
- H3: Satisfaction with student teaching experiences has a statistically significant and positive effect on the overall satisfaction of students with the quality of the course.
- H4: Satisfaction with course organization has a statistically significant and positive effect on the overall satisfaction of students with the quality of the course.
- H5: Satisfaction with availability of learning materials and resources has a statistically significant and positive effect on the overall satisfaction of students with the quality of the course.
- H6: Satisfaction with the development of teaching competences has a statistically significant and positive effect on the overall satisfaction of students with the quality of the course.

Methodology

The empirical research was conducted during 2015/2016 academic year at almost all faculties of teacher education in Croatia that have early teacher education study program, except for the Faculty of Teacher Education in Osijek. In order to participate in the study, the students had to fulfill all requirements and receive a final grade in the course.

In addition to the quantitative approach, the qualitative approach was used to improve the interpretation of the quantitative results based on the recommendations and suggestions of the students in terms of course quality improvement.

Participants

A total of 220 participants were included in the study. Based on the review of their general characteristics, it was possible to notice that the majority of students were females (99.1%) between 21 (54.5%) and 22 (26.4%) years of age.

Table 1
Participant characteristics relating to their academic studies

VARIABLE	CATEGORY	PERCENTAGE
Faculty	UF Zagreb	32.3
	UF Čakovec	6.8
	UF Petrinja	9.1
	UF Rijeka	12.3
	UF Pula	16.4
	UF Zadar	10.0
	UF Split	13.2
Final grade in Visual Arts Teaching Methodology	1	0.5
	2	1.4
	3	2.3
	4	22.7
	5	73.1
Absence from lectures and methodology exercises	Never	22.3
	Once	32.3
	2-3 times	40.9
	4-5 times	3.2
	More than five times	1.4

The characteristics of students that are relevant for their academic studies in the context of the course are shown in Table 1. Approximately one third of the students in this sample (32.1%) attended the course at the Faculty of Teacher Education in Zagreb, whereas the percentage of participants from other teacher education faculties and departments (in Pula, Split, Čakovec, Petrinja, Rijeka, and Zadar) was between 6.8% and 16.4%. The course final grade “excellent” (5) was received by 73.1% of the students in this sample, whereas 22.7% of the students received the grade “very good” (4). The students frequently attended the classes as 40.9% of the students were absent from lectures or exercises 2-3 times, 32.3% were absent once, and 22.3% of the students did not miss a single lecture or exercise.

Ethics

Participation in this study was voluntary. Before the questionnaire was administered to the students, they were briefed about the procedures and purpose of the study. It took the students approximately 10 minutes to complete the questionnaire, and the

data collection and reporting procedures were designed to protect their anonymity. Personal information was not collected, and differences in student satisfaction were not analyzed based on their academic affiliation – the student satisfaction data was presented in aggregate form in order to further protect their privacy.

Instrumentation and Variables

The survey used as a measurement instrument in this study is based on the *National Student Survey 2014 Questionnaire* (Higher Education Funding Council for England, 2014), which was modified and adapted for the purposes of this research. This empirical research is a part of a wider survey that measured a larger number of variables. However, only a few specific variables that were relevant to the purpose of this study were incorporated in the analysis, including the students' *general characteristics* (age, sex), and their *academic characteristics* (institution, final grade, frequency of absence). That information was collected using open-ended questions and multiple choice questions with two or more possible responses.

A Likert scale was used to collect data about student satisfaction in the following categories: *teacher performance, assessment and grading, student teaching experiences, course organization, availability of learning materials and resources, development of their teaching competences, and overall satisfaction with the course*. For each statement, the students could choose one of the five responses ranging from “completely agree” to “completely disagree.” The responses were not labeled with numeric values in the survey.

Open-ended questions were also an important part of the questionnaire as they were used for collecting qualitative data, including the students' suggestions and recommendations for improving the course quality. That information is critical for the improvement of course quality because only open-ended questions can be used to bring up specific feedback and students' needs that are not included in the quantitative satisfaction assessment questionnaire.

Research Results and Discussion

Quantitative Research

The purpose of the quantitative research was to identify those elements of teaching within the Visual Arts Teaching Methodology that are the best predictors of early teacher education students' satisfaction. A regression analysis was used to achieve that purpose by identifying the optimal number of predictors that affect the criterion variable, which was the overall student satisfaction with the course. For the predictors in the analysis, different elements from the areas of teacher performance, assessment and grading, student teaching experiences, course organization, availability of learning materials and resources, and the development of their teaching competences were used.

A total of 40 statements were used in the questionnaire to assess student satisfaction with the course, and those statements were organized into six categories (factors)

based on the theoretical analysis. The mean values of statements were calculated for each factor, and those composite variables were used as the predictors of student satisfaction with the course.

The descriptive statistics of the composite variables and overall student satisfaction with the course, as well as their coefficients of reliability, are shown in Table 2.

Table 2

Descriptive statistics for the predictor and criterion variables

VARIABLES	N	M	SD	α	Z, p
Teacher performance	210	4.2	0.68	0.92	1.70, 0.01
Assessment and grading	217	4.2	0.78	0.87	2.25, 0.00
Student teaching experiences	215	4.0	0.61	0.64	1.96, 0.00
Course organization	217	4.1	0.71	0.76	1.54, 0.02
Availability of learning materials and resources	214	3.4	0.70	0.63	0.93, 0.35
Development of teaching competences	210	3.9	0.66	0.74	0.97, 0.30
Overall student satisfaction with the course	215	4.1	0.82	-	4.3, 0.00

NOTES: N – sample size; M – arithmetic mean; SD – standard deviation; α – alpha coefficient of reliability; Z – Kolmogorov Smirnov Z; p – error probability

The table shows that two variables have a high coefficient of reliability (teacher performance and assessment and grading). Two variables have a good coefficient of reliability (course organization and development of teaching competence), and two variables have a relatively low coefficient of reliability (student teaching experiences and availability of learning materials and resources). However, none of the variables are below the acceptable reliability threshold (0.6), so all of those composite variables were included in the multiple regression analysis.

The regression analysis included the aforementioned predictors, and it was found that they account for a total of 59% of the variance in the overall student satisfaction with the course ($R = .767$; $R^2 = .589$). The percentage of variance that is explained by the predictors included in the analysis proved to be statistically significant ($F = 45.36$; $p > .01$). The results of the regression analysis are presented in Table 3.

The results of the regression analysis indicate that the students' overall satisfaction with the course is significantly affected by the following predictors: Teacher performance, Course organization, and Development of teaching competences. The predictors Availability of learning materials and resources, Student teaching experiences, and Assessment and Grading did not have a significant contribution to the prediction of overall student satisfaction with the course.

Based on the standardized regression coefficient, it is possible to notice that the most important predictor of student satisfaction with the course is Teacher performance ($\beta = 0.31$; $t = 4.15$; $p > .01$), followed by Course organization ($\beta = 0.25$; $t = 3.82$; $p > .01$) and Development of teaching competences ($\beta = 0.21$; $t = 3.49$; $p > .01$). Therefore, the aforementioned variables are considered to be the best predictors of satisfaction with the course among early teacher education students. Furthermore,

Spearman's correlation coefficients were calculated to investigate the relationship between each predictor variable and student satisfaction with the course, and all correlations proved to be statistically significant at $p < .01$. Even though all predictor variables are correlated with the outcome variable, the regression analysis identified only those factors that contribute to the prediction of student satisfaction.

Table 3
Results of the regression analysis

VARIABLES	Non-standardized coefficients		Standardized coefficients β	t	p	VIF	Durbin Watson	r
	B	SE						
Intercept	-0.68	0.31		-2.20	0.03			
Teacher performance	0.37	0.09	0.31	4.15	0.00	2.60		0.58**
Course organization	0.29	0.08	0.25	3.82	0.00	2.00		0.55**
Development of teaching competences	0.28	0.08	0.21	3.49	0.00	1.75		0.60**
Availability of learning materials and resources	0.11	0.06	0.10	1.86	0.06	1.28	0.219	0.38**
Student teaching experiences	0.10	0.08	0.07	1.17	0.24	1.84		0.66**
Assessment and grading	0.05	0.08	0.05	0.64	0.52	2.60		0.53**

NOTES: B – regression coefficient; SE – standard error; β – standardized regression coefficient; t – significance of the standardized regression coefficient, p – error probability; VIF – variance inflation factor in collinearity statistics; r – Spearman's correlation coefficient between the variable and overall student satisfaction with the course

* - significant at $p < .05$; ** - significant at $p < .01$

The importance of teacher performance proved to be the most significant predictor of overall student satisfaction with the course, so H1 was confirmed. That outcome of the analysis was expected because teachers plan and conduct the learning process. Furthermore, several prominent authors in the field of pedagogy and didactics (Bognar, 2006; Kyriacou, 2001; Meyer, 2005) emphasize the importance of the relationship between students and teachers, as well as the teacher competences for conducting class activities in a manner that encourages the students' active participation and the development of their competences for implementing teaching methodologies in practice.

The organization of the course and the development of student competences throughout the course proved to be significant predictors of the overall satisfaction of students with the class so hypotheses H4 and H6 were supported. The organization

of the course proved to be a significant predictor of the overall student satisfaction with the course, and it refers to the coordination of theoretical classes and practical activities, ability of teachers to follow the plan and course syllabus, and having an adequate number of classes and exercises allocated to the course.

The development of professional competences is an essential part of professional training in the initial education of teachers. So, it is expected that the students' satisfaction with the development of their teaching competences would have a significant effect on their overall satisfaction with the course. The availability of learning materials and resources, student teaching experiences, and assessment and grading did not have a significant direct effect on the overall satisfaction of students with the course, so the hypotheses H2, H3, and H5 were rejected. Those results indicate that the most important elements of course quality are teacher performance and course organization which contribute to the development of students' teaching competences that will be necessary for effective teaching in their future professional practice.

Qualitative Research

The data for the qualitative research were obtained with one open-ended question designed to collect students' feedback on the quality of the course in the form of compliments and suggestions for future improvements of the course. Each compliment and suggestion observed in the answers was categorized based on the variables used in the quantitative analysis. Generic compliments that did not relate to any of those categories were recorded separately.

The students' qualitative comments, suggestions, and compliments relating to the course are shown in Table 4. The majority of the students' suggestions were directed at improving the organization of the course and the availability of learning materials and resources, whereas the development of their teaching competences and assessment and grading were the categories with the least mentions. The majority of the students' answers ($n = 158$) were phrased as critiques or suggestions for improving the course. The following qualitative analysis examines the comments relating to teacher performance, course organization, and the development of student competences in greater detail because those variables were found to be significant predictors of overall student satisfaction with the course.

Comments regarding *teacher performance* were observed in 14.12% ($n = 25$) of the student responses. Those comments accounted for 3.95% ($n = 7$) of all compliments and 10.17% ($n = 18$) of all suggestions. The students mainly complimented their teachers for being approachable and available for consultations ($n = 3$), but they also emphasized the high quality of lectures and the role of the teachers in encouraging their creativity, and creating a positive learning environment. However, the suggestions for improvement indicate that teachers need to include their own personal experiences from professional practice into theoretical lectures, include more specific examples of visual arts activities that can be conducted with children in early education and

preschool, use more video materials to present examples from practice, and emphasize the role of education in the upbringing of children, and the importance of participating in visual arts for children. Furthermore, students think that teachers should encourage students to actively participate in classes, stimulate their interest for the content, and emphasize the role of visual arts in the upbringing of children. They also believe that teachers should actively include students in lectures in order to increase their interest and provide better explanations of different elements in the preparation and execution of visual arts activities. According to the students, teachers need to conduct a better assessment of the students' work and acknowledge their ideas and develop them in mutual collaboration.

Table 4

Number of student compliments and suggestions for each aspect of the course

Comments	Compliments		Suggestions		TOTAL	
	n	%	n	%	n	%
Development of teaching competences	3	1.69%	0	0.00%	3	1.69%
Student teaching experiences	7	3.95%	16	9.04%	23	12.99%
Teacher performance	7	3.95%	18	10.17%	25	14.12%
Availability of learning materials and resources	0	0.00%	44	24.86%	44	24.86%
Course organization	2	1.13%	75	42.37%	77	43.50%
Assessment and grading	0	0.00%	5	2.82%	5	2.82%
TOTAL	19	10.73%	158	89.27%	177	100.00%

The students' qualitative comments in terms of *course organization* are present in 43.50 % (n = 77) of the cases, and 75 of those cases criticize the organization of the course. Most students think the course should allocate more time for methodology exercises (n = 14), more practical exercises in visual arts for mastering different visual arts techniques and materials (n = 14) and more methodology exercises in kindergarten (n = 12). In 5.06% (n = 7) of the cases, students suggested fewer theoretical classes, more field-based classes (e.g., visiting museums, art exhibits, or galleries), and including visual arts in the pool of optional subjects. The students consider that the practicum locations – kindergartens – are too far away from their faculty (n = 5), and they also believe that the schedule of theoretical and practical classes should be improved (n = 5). Furthermore, they consider that the course quality can be improved by reducing the number of students in groups and reorganizing the study program so that they can learn the methodology of meeting the environment before they learn the methodology of visual arts. The organization of the course was complimented in 1.13% (n = 2) of the cases.

Only a few participants (n = 3) mentioned the *development of student competences* in their comments and all of those responses were positive. The students were satisfied with the teaching competences they require for conducting visual arts activities in kindergarten at the end of the course.

The quantitative analysis was used to confirm that teacher performance is the most important predictor of student satisfaction with the Visual Arts Teaching Methodology course, and the students' suggestions regarding teacher performance indicate that it is important for teachers to encourage their creativity, develop a positive learning environment, and be approachable. From the aforementioned suggestions, one of the most important was to include the students actively in the classes which should, in their opinion, establish a better connection between theory and practice, as well as include more examples from teaching practice in early education and kindergarten settings. The compliments and suggestions of students relating to teacher performance are congruent with Meyer's (2005) characteristics of good teaching. The majority of the recommendations are associated with the organization of the course. The students are mainly indicating that the course duration needs to be longer and that the number of theoretical lectures needs to be reduced in order to make more time for practical exercises, visual arts exercises, methodology exercises, and field-based lectures. Although the students' recommendations about the development of their competences were not brought up in qualitative responses, the students bring up their need for allocating more time for the course classes and exercises, which indicates that they want to have more time to better develop their knowledge, skills and abilities for implementing teaching methodologies when working with children in kindergarten settings.

Conclusion

The research problem was to identify the aspects of Visual Arts Teaching Methodology that are the best predictors of satisfaction among early teacher education students. The regression analysis demonstrated that teacher performance, organization of the course, and the development of student competences through the course are significant predictors of course quality, so the hypotheses H1, H4, and H6 are confirmed. The other hypotheses were rejected because student teaching experiences, availability of learning materials and resources, and student assessment and grading did not prove to be significant predictors of overall satisfaction with the course. Those results indicate that student satisfaction with the course depends on their opportunities for developing teaching competences through the course, which can be achieved by improving teacher performance where necessary and by allocating a sufficient number of lectures and practical exercises. Future researchers can design longitudinal studies in order to assess the changes in student satisfaction predictors over time.

The results of the qualitative study are consistent with the results of the quantitative study because the majority of the suggestions provided by the students are related to the organization of the course (increase the number of lectures and exercises, reduce the number of theoretical lectures in favor of methodological exercises) and teacher performance (more examples from practice in theoretical lectures). The student

satisfaction with the development of their teaching competences did not come up in the qualitative suggestions, even though the development of student competences proved to be a significant predictor of overall satisfaction with the course. However, the students suggested increasing the number of methodological exercises they need to conduct in the course. Therefore, it is possible to suggest that they are interested in more opportunities for improving the teaching competences they will need to conduct activities with children in early education and kindergarten. The results of the quantitative and qualitative research indicate that students view their relationship with the teachers as the most important element of quality in the context of the Visual Arts Teaching Methodology course, followed by the organization of the course and the development of teacher competences through initial education. So, those elements can be considered the key indicators of course quality.

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Zadovoljstvo studenata ranog i predškolskog odgoja i obrazovanja nastavom kao indikator kvalitete izvođenja nastave iz Metodike likovne kulture

Sažetak

Obrazovanje budućih odgojitelja trebalo bi se temeljiti na kvaliteti nastave koja podrazumijeva učinkovito i kvalitetno poučavanje i učenje, te stjecanje kompetencija (znanja, vještina i sposobnosti) koje će odgajatelju biti potrebne za rad s djecom rane i predškolske dobi. Jedan od mogućih indikatora kvalitete studija jest kvalitetna interakcija studenata sa sveučilišnim nastavnicima i mentorima u vježbaonicama koji su kompetentni i osposobljeni da studentima pružaju povratne informacije koje će im pomoći u budućem profesionalnom radu s djecom.

U studiju Ranog i predškolskog odgoja i obrazovanja (RPOO) metodičke vježbe, pa tako i metodičke vježbe iz likovne kulture, jedan su od najvažnijih nastavnih oblika osposobljavanja studenata u inicijalnom obrazovanju budućih odgojitelja jer omogućuju studentima stjecanje praktičnih iskustava i vještina u izravnom radu s djecom rane i predškolske dobi, povezivanje teorije i prakse u integriranim aktivnostima, kao i razvijanje osobnih, stručnih i metodičkih kompetencija. Predmet istraživanja ovog rada jest ispitivanje zadovoljstva studenata RPOO kvalitetom izvođenja nastave metodike likovne kulture.

Empirijsko istraživanje provedeno je na svim Učiteljskim fakultetima u Republici Hrvatskoj koji imaju studij Ranog i predškolskog odgoja i obrazovanja. Ispitani su studenti (N=220) koji su odslušali nastavu i iz Metodike likovne kulture (MLK). Anonimnim anketnim upitnikom osim općih podataka dobivene su informacije iz područja nastavnog posredovanja, praćenja i ocjenjivanja studenata, metodičkog posredovanja u vrtiću, organizacije nastave MLK, uporabe odgojno-obrazovnih sredstava i pomagala, kompetencija studenata u metodičkom osposobljavanju i njihovo cjelokupno zadovoljstvo kvalitetom osposobljavanja. Regresijskom analizom istražili smo koji elementi nastave nabolje predviđaju zadovoljstvo studenata

RPOO nastavom iz MLK. Standardizirani regresijski koeficijenti ukazuje na to da zadovoljstvo studenata RPOO nastavom MLK najbolje predviđaju prediktori: nastavno posredovanje, organizacija nastave MLK i kompetencije studenata. Osim kvantitativne provedena je i kvalitativna obrada podataka kojom autori na temelju dobivenih odgovora ispitanika iznose najučestalije konstruktivne prijedloge studenata za poboljšanje kvalitete nastave MLK.

Ključne riječi: kvaliteta nastave; metodika likovne kulture; odgojitelj; razvijanje kompetencija; zadovoljstvo nastavom.