

UNIVERZITET U SARAJEVU
UNIVERSITY OF SARAJEVO



5th SAVJETOVANJE CONFERENCE

**Reforma visokog obrazovanja
„Daljnji trendovi reforme
višokog obrazovanja
po bolonjskim principima“
Higher Education Reform
„Further Trends in Reforming
the Higher Education
in Accordance with
Bologna Principles“**

14. i 15. april 2011.



**Knjiga sažetaka
Book of Abstracts**



UNIVERZITET U SARAJEVU UNIVERSITY OF SARAJEVO

V SAVJETOVANJE Reforma visokog obrazovanja **Daljnji trendovi reforme visokog obrazovanja po bolonjskim principima**

FIFTH CONFERENCE Higher Education Reform **Further Trends in Reforming the Higher Education in Accordance with Bologna Principles**

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V savjetovanje o reformi visokog obrazovanja na temu „Dalji trendovi reforme visokog obrazovanja po bolonjskim principima“ ukazuje na ozbiljnost akademске zajednice Univerziteta u Sarajevu koja na transparentan način želi problematizirati svoj odnos prema edukaciji, te ukazati na trendove i razvoj savremenog univerziteta. Prestižna pozicija našeg univerziteta u bosanskohercegovačkoj akademskoj zajednici, regionu i šire može se postići homologizacijom programa i režima studija, uspostavljanjem savremenijeg metodološkog sistema praćenja rada studenata, ocjenjivanjem i njihovim uključivanjem u proces interaktivne nastave i istraživanja, te školovanjem stručnjaka da budu aktuelni nosioci privrednog, obrazovnog, naučnoistraživačkog, umjetničkog, kulturnog, sportskog te ukupnog općeg društvenog razvoja.

Primarni cilj Savjetovanja je da se prezentiraju iskustva i dosadašnji rad na visokoškolskim ustanovama Univerziteta u Sarajevu u skladu sa bolonjskim principima, što podrazumijeva usaglašavanje nastavno-naučnih, umjetničkih i obrazovnih sadržaja na najširem evropskom prostoru. Kroz razvoj i evaluaciju kurikuluma i osiguranje kvaliteta u procesu kontinuirane edukacije i cjeloživotnog učenja, potrebno je unaprijediti kvalitet procesa učenja i podučavanja, povećavati mobilnost studenata, te poduzimati konkretne aktivnosti na uspostavljanju doktorskih studija u evropskom istraživačkom prostoru.

Ovo savjetovanje treba ukazati na činjenicu da je za potpunu primjenu odredaba Bolonjske deklaracije neophodno uspostaviti sistem finansiranja visokog obrazovanja koji će omogućiti harmonizaciju bosanskohercegovačkog sistema visokog obrazovanja i integraciju u evropske naučno-obrazovne tokove.

Na V savjetovanju će pored nastavnika i saradnika učestvovati i studenti članovi Studentskog parlamenta Univerziteta u Sarajevu, koji će putem aktuelnih prezentacija i diskusija dati svoje viđenje dosadašnjeg razvoja reforme obrazovanja. Očekuje se da će se nakon prezentiranih referata od strane naših profesora i gostiju iz inostranstva jasnije sagledati poteškoće u visokom obrazovanju, te utvrditi dalje smjernice za realizaciju svih aktivnosti i obaveza koje proizilaze iz implementacije bolonjskih principa.

Ova publikacija sadrži kratke sadržaje izlaganja koje će učesnici predstaviti u toku plenarnog dijela prvog dana Savjetovanja, kao i drugog dana kada će se rad odvijati po grupacijama.

Organizacioni odbor

FOREWORD

The FIFTH CONFERENCE on Higher Education Reforming on topic: "Further Trends of Higher Education Reforming in Accordance with the Bologna Principles" is pointing out the seriousness of the University of Sarajevo academic community's approach that is trying to problematize in a transparent way its own relationship with education, and to point put the trends and development of a contemporary university. The prestigious position of our University may, within the academic community of B&H and wider region, be achieved by homologization of programmes and studding, by introducing modern methodological systems of monitoring students work, by assessing and including them into the interactive teaching and research process, and by educating experts to be actual leaders of economic, educational, scientific-research, artistic, cultural sport, and in total, the general social development.

The Conference's primary objective is consisting of presenting the experience and activities so far that took place at the University of Sarajevo's institutions of higher education in accordance with Bologna principles, implying the process of harmonizing teaching-scientific, artistic and educational contents at the widest possible European area. Through the development and assessment of curricula and quality assurance in the process of continued education and lifelong learning, it is necessary to enhance the quality of teaching process, to increase student mobility and to take specific activities at establishing the doctoral studies in the European Research Area.

This Conference should point out the fact that complete implementation of Bologna Declaration's regulations demands establishing of a higher education funding system that will be able to provide harmonization of BH higher education system and its integration in the scientific-educational strivings of Europe. In addition to teachers and associates, students, members of the Students' Parliament, University of Sarajevo, will take participation at the Fifth Conference, who will through the actual presentations and discussions give their opinion regarding the development of education reforming so far. It is expected that, following the presentation of papers by our professors and guests from abroad, it will be able to more clearly see difficulties within the higher education, and to determine further guidelines for implementing all activities and obligations arising from the Bologna Principles implementation.

This publication is containing summaries of papers that are going to be presented in the course of plenary session in the Conference's first day, as well as from the second day, when the operating of Conference will be divided by Academic Council Groups.

The Organizing Committee

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PLENARY REPORTS

Prof. dr. Faruk Čaklovica

Rektor Univerziteta u Sarajevu / Rector of the University of Sarajevo

**FINANSIRANJE VISOKOG OBRAZOVANJA U KONTEKSTU UNAPREĐENJA SISTEMA
UPRAVLJANJA KVALITETOM I INTEGRACIJE UNIVERZITETA**

**HIGHER EDUCATION FINANCING WITHIN THE CONTEXT OF ENHANCING THE QUALITY
GOVERNING AND UNIVERSITY INTEGRATION SYSTEMS**

Sažetak

Strateški pravci nastavno-naučnog i umjetničkog razvoja u segmentu poticanja dinamičkih i kohezivnih društava i u podupiranju ekonomskog prosperiteta zemlje i regije prevashodno su vezani za reformu visokog obrazovanja.

Globalni cilj reforme je razvoj savremenog univerziteta sa preduzetničkom orijentacijom koji će školovati sposobljene stručnjake da budu aktuelni nosioci privrednog, obrazovnog, naučnoistraživačkog, umjetničkog, kulturnog, sportskog te ukupnog opšteg društvenog razvoja.

Ovim radom želimo da ukažemo da Univerzitet u Sarajevu strateški djeluje u pravcu iznalaženja najracionalnijih rješenja finansiranja nastavno-naučnog i umjetničkog procesa koji će biti u funkciji progresa započetih reformskih procesa te profiliranja univerziteta sposobnog da odgovori na sve izazove sutrašnjice.

Moto je: „Pruži mogućnost budućim generacijama da razvijaju univerzalne intelektualne kapacitete“.

Dejtonski mirovni sporazum je uspostavio asimetrično-decentralizirani sistem finansiranja visokog obrazovanja (bh. entitet RS, kantoni u entitetu FBiH i Brčko Distrik), što ga u aktuelnoj ustavno-pravnoj i političkoj situaciji čini ranjivim, te dovodi u finansijsku i funkcionalnu, a time i ideološku ovisnost od lokalnih političkih elita.

Ovakva pozicija univerziteta u Bosni i Hercegovini usporava i otežava harmonizaciju bosanskohercegovačkog sistema visokog obrazovanja i integraciju u evropski prostor visokog obrazovanja.

Zato se finansiranju univerziteta odnosno visokog obrazovanja treba posvetiti značajna pažnja, pa čak i u uslovima nedostatka političke volje, isključivo zbog toga što visoko obrazovanje u Bosni i Hercegovini u procesu bolonjske reforme zahtijeva pojačano transparentno finansiranje koje je jedan od ključnih indikatora kvaliteta studija.

Abstract

Strategic directions of teaching, scientific and artistic development in the area of stimulating dynamic and cohesive societies and in supporting the economic prosperity of a country and region are primarily related to the higher education reforming.

The objective of reform at the global level is developing an entrepreneurially oriented modern university, which will educate qualified experts to be current holders of the

economic, educational, scientific, artistic, cultural, sport and overall general social development.

The paper intends to point out that the University of Sarajevo is strategically working towards finding the most rational solution of financing teaching, scientific and artistic process, which will serve to the progress of the initiated reforming process, and to the profiling of a university that is able meeting all challenges that next day brings.

The motto is: "Providing the ability to future generations to develop universal intellectual capacities".

By the powers of Dayton Peace Accords, the asymmetric decentralized system of financing higher education (the BH entity Republika Srpska, Cantons in the entity of Federation of B&H and Brčko District) was established, making it the current constitutional and legal and political situation it vulnerable, and inclining to the financial and functional, and thus the ideological dependence by the local political elites.

Such position of universities in Bosnia and Herzegovina slows down and makes complicated the harmonization of the B&H higher education system and its integration into the European Higher Education Area.

Therefore the due attention should be given to the funding of universities and higher education, even in conditions of political will's lacking, because the higher education in Bosnia and Herzegovina is requiring transparent increased funding in the process of the Bologna reforms that belongs to the key indicators of studing quality .

Prof. dr. Neven Budak

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**DOKTORSKI STUDIJ I EVROPSKI ISTRAŽIVAČKI PROSTOR –
ISKUSTVA SVEUČILIŠTA U ZAGREBU**

**DOCTORAL PROGRAMS AND THE EUROPEAN RESEARCH AREA –
EXPERIENCES FROM THE UNIVERSITY OF ZAGREB**

Sažetak

Sveučilište u Zagrebu pokrenulo je 2005. godine izradu novih doktorskih programa po bolonjskom modelu, prije no što su izrađeni preddiplomski i diplomski programi. Nakon šest godina mogu se ocijeniti dobre i loše strane te reforme. Dobra je strana strukturiranost programa i, ponekad, održavanje nastave u cilju podizanja kompetencija doktoranada za izradu doktorata. Loše su strane velik broj programa (67) i, često, usmjerenost na nastavu umjesto na istraživanje. Osim toga, ocijenjeno je da su odnosi između mentora i doktoranda često neadekvatni, te da rezultati studija ukupno nisu zadovoljavajući. Kako bi se podigla razina doktorskih studija, a u skladu s tzv. Salcburškim preporukama, Sveučilište je pokrenulo izradu Pravilnika o doktorskim studijima, koji predviđa nova pravila ponašanja svih strana uključenih u proces. Nakon godinu dana primjene Pravilnika pokazuje se da je njegov učinak, usprkos početnim velikim otporima, pozitivan i da je iniciirao promjenu ponašanja i težnju zainteresiranih za podizanjem kvaliteta doktorskih studija. Sljedeći je korak pokušaj objedinjavanja pojedinih studija u doktorske škole, kako bi se bolje iskoristili postojeći ljudski i materijalni resursi, te povezivanje s javnim institutima. Potom bi trebala uslijediti reakreditacija svih programa, radi konačne primjene novih pravila.

Ključne riječi: Sveučilište u Zagrebu, doktorski studiji, doktorske škole, Pravilnik, Salcburške preporuke

Abstract

Before creating undergraduate and graduate programs, the University of Zagreb started in 2005 new doctoral programs according to the Bologna model. After 6 years of their application, it is possible to evaluate both their strong and weak points. Positive achievements are a better structuring of the programs and, sometimes, teaching with the goal to improve competences of doctoral students for completing their thesis. Negative consequences are a large number of programs (67) and, often, orientation towards teaching instead of researching. Apart from that, it was noticed that the relation between the supervisor and the student are often not adequate and that the general results of the studies are not satisfactory. In order to raise the level of doctoral studies, the University of Zagreb issued a new Regulation on Doctoral Studies, according

to the Salzburg recommendations. This Regulation foresees new rules for all participants in the process. After a whole year of its application, it is obvious that its impact is positive, in spite of the initial strong resistance, and that it has initiated changes in the attitudes of the participants and a will for achieving better quality. The next step is to try to organise several programs into doctoral schools, in order to make better use of existing human and material resources and to improve cooperation with public research institutes. This should be followed by an accreditation of all programs, so that the new Regulation could be fully applied.

Key words: University of Zagreb, doctoral studies, doctoral schools, Regulation, Salzburg recommendations

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**IMPROVING THE QUALITY OF LEARNING AND TEACHING PROCESSES
BY DESIGNING AND UTILIZING LEARNING OUTCOMES**

**POBOLJŠAVANJE KVALITETA UČENJA I NASTAVNOG PROCESA
POMOĆU OSMIŠLJAVANJA I KORIŠTENJA REZULTATA UČENJA**

Abstract

The Bologna documents make it quite clear that quality assurance is a highly valued concept. Looking at the work of W. Edwards Deming can help frame the conversation. He has certainly been credited with helping the world think about quality. After WWII Deming began working in Japan to help improve manufacturing and of course within just a few decades Japan was out-manufacturing most of the world in such areas as steel production, car manufacturing and electronics. What did Deming do that caused such a dramatic change?

He had come to understand that quality happens only with continuous improvement and his model for this process is Plan, Do, Check and Act and then repeat. He also argued that it was necessary to take the external or behavioristic psychological model out of the manufacturing process and replace it with the cognitive psychological model that supports the value and importance of intrinsic motivation.

Creating a reiterative quality response in the classroom, work place or manufacturing world is quite difficult and as we know few other nations or companies have been able to adopt what some have come to call Total Quality Management. Deming understood that many things can get in the way of achieving this goal. But the question remains; how does a view of quality matter in the university and what can we do about these ideas?

Perhaps the first place to look is not at our teaching but rather at what our students are learning. So how does this notion of quality effect learning? Quality is a dynamic process for continuous improvement. This is also true of the teaching-learning continuum. Just as the manufacturing process is a system so is the classroom.

In recent years with the development of the “outcome” movement or as some might call it the authentic assessment movement, we are expected to be able to describe not only what we will teach, and not only what we expect students to learn but to provide evidence that in fact learning has taken place. The authentic assessment process is designed to help us connect measurement with evidence that truly demonstrates learning. Simply teaching well is necessary but not sufficient. We need to plan for what we want students to know, understand and be able to demonstrate after the teaching is completed. This effort becomes easier once we can articulate the Student Learning Outcomes we expect.

Of course there are always other points of view on this notion of quality and some would argue that since there is no clear definition that these discussions can cause confusion, greater expense and work. What kind of quality are we talking about?

Deming always ended his talks with this phrase. "Thank you. I have done my best." This is a worthwhile goal for any system of education, for each other and for ourselves that we can say that we have done our best. Afterall, that is really all that we can do.

Sažetak

Bolonjski dokumenti jasno ukazuju da se osiguranje kvaliteta smatra jako cijenjenim konceptom. Uvid u djelo W. Edwardsa Deminga može pomoći u smještanju razgovora u odgovarajući okvir. Zasigurno, njemu se prvom pripisuje pomaganje svijetu da razmisli o kvalitetu. Po završetku Drugog svjetskog rata Deming počinje raditi u Japanu s ciljem pomaganja proizvodnje. Naravno, poslije nekoliko decenija japanska proizvodnja čelika, autoindustrija i elektronika su nadmašili ostatak svijeta.

On je došao do zaključka da se kvalitet dobija samo neprekidnim usavršavanjem, te je njegov model za ovaj proces: planirati, uliniti, provjeriti, nastupati, pa tek onda ponoviti proces. On je, također, smatrao da je neophodno izbaciti iz proizvodnog procesa bihevioristički psihološki model, te ga zamijeniti kognitivnim psihološkim modelom koji podržava vrijednost i bitnost intrinzične motivacije.

Stvaranje ponavljajućeg kvalitetnog odgovora u učionici, radnom mjestu ili svijetu proizvodnje je vrlo teško i, kao što znamo, nekoliko drugih zemalja ili tvrtki su imale mogućnost usvojiti nešto što je poslije nazvano – Total Quality Management. Deming je shvatio da se mnoge stvari mogu dobiti na putu ostvarenja tog cilja. Ali ostaje pitanje: kako se pogled na kvalitet tiče univerziteta i što možemo učiniti oko tih ideja?

Možda prvo trebamo pogledati na naša nastavu, pa tek na ono što naši studenti uče. Kako taj pojam kvaliteta ima učinak na učenje? Kvalitet je dinamičan proces za kontinuirano poboljšanje. Ovo, također, vrijedi i za poučavanja – kontinuirano učenje kontinuum. Baš kao što je proizvodni proces sistem, tako je i učionica.

U posljednjih nekoliko godina s razvojem pokreta, ili, kako bi neki nazvali, autentičnog pokreta procjene, od nas se očekuje da budemo u mogućnosti opisati ne samo ono što ćemo predavati i ne samo šta očekujemo od studenata da nauče, već da ponudimo dokaze da se učenje već zbilo. Autentični proces ocjenjivanja je osmišljen kako bi nam pomogao povezivati mjere sa dokazima koji, doista, pokazuju učenje. Jednostavno, dobra nastava je neophodna ali nedovoljna. Trebamo planirati šta mi želimo da studenti znaju, razumiju i mogu pokazati po završetku nastave. Ovaj teret postaje lakši kada možemo artikulirati rezultate učenja studenata koje očekujemo.

Naravno, uvijek postoje druga gledišta na pojam kvaliteta i neki tvrde da ovi razgovori mogu izazvati zabunu, veći trošak i rad, budući da ne postoji jasna definicija. O kakvom onda kvalitetu mi govorimo?

Deming bi uvjek završio govore ovom frazom: „Hvala vam, učinio sam najbolje što sam mogao". To je vrijedan cilj za bilo koji obrazovni sistem i za druge i za sebe – da možemo reći da smo se potrudili. Poslije svega, to je, doista, sve što možemo učiniti.

Prof. dr. Samir Arnautović

Prorektor Univerziteta u Sarajevu / Vice-Rector, University of Sarajevo

**ETIČKI INTEGRITET I DIGNITET AKADEMSKE ZAJEDNICE U SVJETLU REFORMSKIH
PROCESA I ŠIRIH DRUŠTVENIH KRETANJA**

**ETHICAL INTEGRITY AND ACADEMIC COMMUNITIES' DIGNITY IN THE LIGHTS OF
REFORMING PROCESSES AND WIDER SOCIAL MOVEMENTS**

Sažetak

Moralnost i običajnost su osnovni pokazatelji supstancialnosti subjektiviteta na kojem se temelji kako individualnost tako i državnost. Univerzitet kao institucija koja svoje temeljno određenje ima dolaženju do znanja ovdje ima poseban značaj. Upravo na institucijama znanja temelji se svjesni odnos prema zbilji koji u krajnjoj instanci predstavlja moralno djelovanje. Polazišta ovog razumijevanja moralnosti nalaze se još u antičkoj filozofiji i do danas u bitnom nisu izgubila na važnosti i validnosti.

S obzirom na ovu ulogu univerzitet se pojavljuje kao mjesto utemeljenja moralnosti kao društvene kategorije i kao takav ima i odgovornost za konzekvence koje proističu iz toga.

Univerzitet u Sarajevu danas je zatečen najvećom moralnom krizom u povijesti bosanskohercegovačkog društva i kao takav ne može biti indiferentan na okolnosti u kojima djeluje. Prije svega moramo utvrditi stupanj našeg utjecaja na ovakvo stanje i sagledati sve negativnosti koje univerzitete danas dovode u red najkorumpiranijih institucija društva, što su do sada isticalice različite organizacije (Transparency International, komisije EU i sl.). Moramo prekinuti sa tradicijom u kojoj profesori biraju sami sebi komisije za izbor u zvanja, u kojoj objavljujemo knjige sumnjive autentičnosti ili krajnje sumnjivog sadržaja, u kojoj se konkursi za prijem nastavnika i saradnika nerijetko dovode u pitanje i sl. Ovo je mogućno izvesti jedino na principima moralnog djelovanja i afirmacije moralnosti koja spada u supstancialni osnov znanstvenog rada. Zakon i podzakonski akti ovdje su u funkciji moralnosti, a ne obrnuto i moraju biti utemeljeni na strogim principima etike znanstvenika i suštinskim značenjima ideje univerziteta.

Abstract

Morality and customs are the main indicators of the subject's substantiality upon which both individuality and statehood are based. University, as an institution whose fundamental definition is reaching to the knowledge, here gains the special importance. Precisely on the institutions of knowledge is based the conscious relationship to reality, which ultimately represents a moral action. Standpoints for Understanding origins of this morality, stemming from the ancient philosophy even to this date have not lost a bit in its importance and validity. Bearing in mind this role, university appears as the place where morality is being established as a social category and as such does have a

responsibility for consequences arising from it. The University of Sarajevo today is facing the greatest moral crisis in the history of BH society and as such cannot be uninterested for circumstances in which it operates. First of all, we ought to determine the degree of our impact on such situation and consider all negativisms that rank universities with the most corrupt social institutions, as it has been up to now emphasized by various organizations (Transparency International, the EU Commission, etc.). We must break with tradition in which professors are getting elected by themselves for the academic rank appointing commissions, the traditions that allows publishing of books of dubious authenticity or extremely hazardous contents, where admission calls for teaching rank are often questioned, and so forth. This is possible to carry out only by the principles of moral action and the affirmation of morality, which include a substantial base of scientific work. The law and bylaws here are in the function of morality, not vice versa, and which must be based on the strict principles of scientific ethics and substantive meanings of the idea of the university.

Prof. dr. Bakir Mehić, dekan / Dean

Prof. dr. Meliha Lekić

Prof. dr. Emina Nakaš-Ićindić

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OSIGURANJE KVALITETA U PROCESU UNIVERZITETSKE KONTINUIRANE EDUKACIJE

QUALITY ASSURANCE WITHIN THE PROCESS OF CONTINUOUS UNIVERSITY EDUCATION

Sažetak

Stručno i naučno usavršavanje akademskog osoblja je kontinuirani proces i ne prestaje završetkom studija I, II i III ciklusa. Akademski radnici, u skladu sa Zakonom o visokom obrazovanju, imaju pravo i obavezu da u toku svog rada stalno prate razvoj nauke i da se stručno usavršavaju radi održavanja i unapređenja kvaliteta svog rada.

Kontinuirana edukacija obuhvata niz obrazovnih i naučnih aktivnosti koje služe da se održi, razvije ili poveća znanje, vještine i profesionalna dostignuća članova akademske zajednice.

Usavršavanje se može provoditi kroz različite oblike kontinuirane edukacije: učešćem na kongresima, simpozijima i drugim oblicima stručnih i naučnih sastanaka, učešćem na kursevima, seminarima tokom studijskih boravaka u zemlji i inozemstvu, objavljinjem naučnih i stručnih publikacija u referalnim naučnim i stručnim časopisima.

Kontinuiranu edukaciju mogu provoditi visokoškolske institucije, naučne i stručne ustanove i odgovarajuća strukovna udruženja.

Procjenu kvaliteta kontinuirane edukacije (certifikacija programa) vrši odgovarajuće stručno tijelo.

Organizator programa kontinuirane edukacije mora imati razvijen sistem evaluacije organizovanog skupa (evidencija prisustva, edukacioni materijal, u nekim slučajevima provjere znanja učesnika edukacije, sistem za čuvanje dokumentacije) i druga pitanja koja su značajna za certifikaciju programa.

Vrednuje se svaki prijavljeni program kontinuirane edukacije dodjeljivanjem odgovarajućeg broja bodova.

Osnovni elementi za certifikaciju programa kontinuirane edukacije su:

- *da li program usavršava znanja i vještine polaznika;*
- *zasniva li se program na najnovijim znanjima i dostignućima nauke i struke;*
- *doprinosi li program unapređenju kvaliteta naučnog i stručnog rada;*
- *da li su jasno definisani tema, vrsta kontinuirane edukacije, sadržaj, satnica, predavači, reference, trajanje programa i uključena ciljna grupa.*

Za certifikaciju specifičnih programa kontinuirane edukacije vrednuju se i drugi elementi značajni za takav program.

U radu će biti prezentirana naša iskustva u provođenju i certificiranju programa kontinuirane edukacije na Medicinskom fakultetu Univerziteta u Sarajevu.

Ključne riječi: kontinuirana edukacija, osiguranje kvaliteta, certifikacija

Abstract

Academic personnel's Professional and scientific training is a continuous process, which does not end by having finished studies of the 1st, 2nd and 3rd cycles. Academic personnel, in compliance with the Law on Higher Education, have right and obligation, during the course of their career, to continually follow the development of science and have professional training due to maintaining and enhancing quality of their work.

The continuous education encompasses a variety of educational and scientific activities that have propose to maintain, develop or increase knowledge, skills and professional achievements of the academic community's members.

The appropriate authority is performing quality assessment of the continuous education (programme's certifying).

The continuous education programme's organizer must have a developed system of organized gathering's evaluation (attendance sheets, educational materials, in some cases attendees knowledge checking test, system for documentation preserving) and other issues that are highly important for programme's certification.

Basic elements for continuous education's programme certifying are:

- *Does the programme make attendees' knowledge and abilities enhancement;*
- *Is the programme based on cutting edge knowledge and achievements in science and profession;*
- *Does the programme make improvements within the scientific and professional activities;*
- *Is clearly defined topic, the sort of contiguous education, contents, work hours, lecturers, references, programme's duration and is the target group included.*

For the process of certification of specific programmes of continuous education, the other elements, significant for such programme, are evaluated.

The paper will present our experience in implementing and certifying programmes of continuous education at the Faculty of Medicine, university of Sarajevo.

Key words: the continued education, quality assurance, the process of certifying

Adnan Bajrić, predsjednik / President

Studentski parlament Univerziteta u Sarajevu / Students' Parliament, University of Sarajevo

ULOGA STUDENATA U BOLONJSKOM PROCESU NA UNVIERZITETU U SARAJEVU

**THE ROLE OF A STUDENT WITHIN THE ONGOING BOLOGNA PROCESS
AT THE UNIVERSITY OF SARAJEVO**

Sažetak

Primjenom Bolonjske deklaracije Univerzitet u Sarajevu je trebao omogućiti studentima da budu u centru dešavanja, da bude zadovoljavajući omjer studenata i profesora, da profesori budu na raspolaganju studentima, da studenti budu uključeni u tijela i odbore Univerziteta, da imaju pravo glasa na Senatu, da omogući i podrži učestvovanje studenata u inovacijama nastavnih planova i programa, u naučno-istraživačkim aktivnostima, akademskim razmjenama, naučnim putovanjima i ekskurzijama, seminarima, konferencijama, radionicama i drugima naučnim aktivnostima koje se organiziraju i realiziraju u Evropi i šire.

Uloga studenata postala je značajnija osnivanjem Studentskog parlamenta, kao jedinog, krovnog i legitimno demokratski organiziranog udruženja sa ciljem da zastupa, promoviše, štiti i ostvaruje interes i prava studenata, te doprinese poboljšanju studijskih i socijalnih odnosa, kao i da razvija druge interesne aktivnosti studenata Univerziteta u Sarajevu.

SPUS čine asocijacije fakulteta, akademija i pridruženih članica, djeluje u interesu razvoja i napretka kvaliteta studija i studentskog standarda na Univerzitetu u Sarajevu. SPUS želi da u svakom trenutku funkcioniše sistem komunikacije i rada, da zna sa kakvim problemima/idejama se susreću studenti fakulteta/akademija i studentskih domova kako bi pravovremeno pomogli u rješavanju/realizaciji istih, ali, nažalost, postoje i brojne prepreke sa kojima se SPUS susreće.

Abstract

By applying the Bologna Declaration, University of Sarajevo should have enabled students: to be at the center, to make a satisfactory students -professors ratio, to have professors available to students, to have students involved in University boards and committees, to be eligible to vote in the Senate, to allow and support the student participation in making innovations in curricula, in the scientific-research activities, academic exchanges, scientific trips and excursions, seminars, conferences, workshops and other means of scientific activities, which are being organized and implemented all over Europe and beyond.

Having established the Students' Parliament as the only, umbrella and legitimate democratically organized association with the goal to represent, promote, protect and implement the interests and rights of students and to contribute improving of academic

and social relations, and as well to develop the University of Sarajevo's student activities, the role of students has increased in significance.

The SPUS is consisting of associations from faculties and associated members, working in the interests of development and progress of studies and student quality standards at the University of Sarajevo.

The SPUS wants to have round-the-clock operating a system of communication and work, to know what kind of problems / ideas students are facing at faculties/ academies and dormitories, in order to assist timely in their resolving/ implementing , but unfortunately there are many obstacles facing the SPUS .

**REFERATI PO GRUPACIJAMA
PAPERS BY GROUPS**

**GRUPACIJA DRUŠTVENIH NAUKA
GROUP OF SOCIAL SCIENCES**

Prof. dr. Enes Durmišević

Pravni fakultet / Faculty of Law

BOLONJSKI PROCES IZMEĐU ZNANJA I PROFITA

BOLOGNA PROCESS BETWEEN KNOWLEDGE AND PROFIT

Sažetak

I površnim čitanjem Bolonjske deklaracije čitalac će, a pogotovo univerzitetski nastavnik, bez velikog analitičkog udubljivanja u tekst same Deklaracije veoma lako otkriti nedostatak riječi „znanje“, „spoznaja“, „promišljanje“, „sinteza“ itd., s obzirom da se radi o štivu koje on svakodnevno susreće baveći se naučno-istraživačkim radom, čitanjem, predavajući studentima, odnosno prenoсеći vlastita saznanja mlađim naraštajima.

Za riječ „znanje“ kaže se da će, „kao odgovarajući nivo kvalifikacija, biti relevantno na evropskom tržištu radne snage“. Dakle, jednostavno roba.

I obrazovanje jednostavno mora platiti danak neoliberalizmu, dehumaniziranoj i globalističkoj slici modernog čovjeka, koji kao i sve drugo mora biti mjerljivo, kvantificirano, numerički se izraziti i zamjenjivo za univerzalnu robu – novac. Postoji, i ima samo jedan cilj i jedna svrha – profit. Važno je da je knjigovodstveno sve u redu.

A šta kazati znajući samo osnovno: da li se potpuno izgubila svijest o značenju riječi „univerzitet“ (*universitas, cjelebitost, cijelost, svemir, vasioni svijet*) i „studij“ (*studium, težnja, živa želja za, revno nastojanje oko, revnost, žudnja, požuda, strast, znanstveno, učeno nastojanje, naučni posao, rad, najmiliji posao itd.*) Nema se vremena za „humano“ (*humanus, ljudski, čovječiji, plemeniti*), estetsko i lijepo. Važno je „utilitarno“ (*utilia, koristan, upotrebljiv prikladan*).

Naravno, uvijek postoje dvije strane svake pojave, pa i Bolonjskog procesa.

Abstract

Even skin-deep reading of the Bologna Declaration will make a reader, a university professor in particular, without any deep analytical getting into the Declaration's text itself, easily discover the lacking of words such as knowledge, cognizance, brooding, synthesis and so forth, taking into consideration that it is about the text reader meets on daily basis while conducting research activities, doing reading, giving lectures, transferring his/hers own findings to younger generations.

For knowledge it is stated that it shall be “concerning the corresponding level of qualification, relevantly matching the European labor market demands”. In other words – it is a commodity.

Simply put out, even the education ought to pay capitation to the neo-liberalism, dehumanizing and globalist image of a modern man, who like everything else must be measurable, quantified, numerically expressed and redeemable in universal goods – the

money. There is, and it ought to be solely one purpose: the profit. Keeping records right is important.

And bearing basic things only in mind, what to say: is awareness about true meaning of words university (universitas, wholeness, integrity, universe, macrocosmic world) and studding (stadium, aspiration, burning urge for, diligent endeavor about, diligence, thirst, passion, scientific, scholar pursuit, work, the favorite task etc). No time is left for humane (humaus, kind, of the man, noble), esthetic and beautiful lost? The utilitarian is important (utilia, usefull, worthy, appropriate).

Certainly, every coin has two sides, even the Bologna Process as well.

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**PROCES FORMULIRANJA I IMPLEMENTACIJE
STRATEGIJE INSTITUCIJA VISOKOG OBRAZOVANJA**

**THE PROCESS OF FORMULATING AND IMPLEMENTING
HIGHER EDUCATION INSTITUTIONS STRATEGY**

Sažetak

Već dugo se u akademskim i poslovnim krugovima postavlja pitanje da li uopšte može postojati neka tema u poslovnom okruženju o kojoj se energičnije diskutira od pitanja strategije. Poslovna strategija je relativno novi fenomen, a najveći je razvoj doživjela u dvadesetom stoljeću. Uprkos svojoj kratkoj vladavini o ovoj se temi raspravlja u stotinama knjiga i hiljadama znanstvenih članaka. Ipak, strategija nije tema koja se može raščlaniti na akademske i praktične dijelove kako bi se otkrila jedna prava metoda ili verzija istine. Za strategiju, u praktičnom smislu, bitnija je spoznaja vezana za činjenicu da je implementacija strategije važnija od njenog formuliranja. Strategija može predstavljati veoma opširan dokument i na njenu izradu se može potrošiti velika količina energije i vremena, ali ne treba zaboraviti da je za svaku organizaciju najvažnije oživjeti strategiju i artikulirati je nepogrešivom jasnoćom, potrebnom kako bi svi članovi organizacije djelovali u skladu sa njom i to svakoga dana bez izuzetka. Svi navedeni fenomeni i principi vrijede i za institucije visokog obrazovanja uz određene specifičnosti koje karakterišu industriju obrazovanja i profesionalne organizacije, što će se u ovom radu posebno analizirati.

Ključne riječi: škole strateškog menadžmenta, institucije visokog obrazovanja, formulacija poslovne strategije, postavljanje ciljeva i mjerni sistem, inicijative i aktivnosti

Abstract

Academic and business circles have long been pondering whether there may be a topic in business environment that is more vigorously discussed than the issue of strategy. Business strategy is a relatively recent phenomenon, which experienced the fastest growth in the 20th century. Despite its short existence, this topic has been discussed in hundreds of books and thousands of academic papers. Still, strategy is not a topic that can be broken down into academic and practical parts in order to reveal the proper method or version of truth. What is more important with respect to strategy in practice is a notion connected with fact that strategy implementation is more important than its formulation. Strategy can be a very extensive document that requires a great deal of energy and time, but one should not forget that the most important thing for each organization is to make strategy come alive and articulate it with unmistakable clarity,

necessary to make all the organization members act accordingly, daily and with no exceptions. All these phenomena and principles have to bee consider by the higher education institutions with taking into account some specifics that characterize educational industry and professional organizations what shell be analyzed with special care in this paper.

Key words: *The Strategic Management Schools, Higher Education Institutions, Business Strategy Formulating, Goals Setting and Measurement System, Initiatives and Activities*

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Mr. Ismet Salkić

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**PLANIRANJE I UPRAVLJANJE LJUDSKIM RESURSIMA I BOLONJSKI PROCES –
ISKUSTVA FAKULTETA POLITIČKIH NAUKA**

**PLANNING AND GOVERNING HUMAN RESOURCES AND BOLOGNA PROCESS -
EXPERIENCE OF THE FACULTY OF POLITICAL SCIENCES**

Sažetak

Vaspitno-obrazovne ustanove svih profila, a posebno visokoškolske jesu kvalitativni i kvantitativni potencijalni rasadnik stručnog profiliranja ljudskih resursa u savremenom društvu. Zbog te svoje nezamjenjive funkcije predstavljaju ustanove od posebnog značaja jer razvijaju moderna znanja, ali i vještine i sposobnosti, te podstiču kreativne mogućnosti pojedinca, njegovu motivaciju i prepoznatljivost stručne profilacije, čime obogačuju ljudski potencijal kojim raspolaže uža ili šira organizacija društva. U savremenim uvjetima to znači i slobodni protok znanja, ali i širenje prostora (tržišta) za prepoznavanje znanjem i vještinama osposobljenih pojedinaca koji završavaju visoko obrazovanje i otvoreni su i spremni i za dodatna usavršavanja s obzirom na brzinu promjena i globalizirajući nivo novih znanja u Evropi i svijetu. Taj aspekt je prvi nivo planiranja i brige za ljudske resurse društva u cjelini (BiH, regionali, ali i Evrope i šire) koji na visokoškolskim ustanovama i Sarajevskom univerzitetu treba da provodi kompetentno nastavno osoblje sa planskom perspektivom da to budu najistaknutiji stručnjaci u svojim naučnim oblastima koji bi trebali imati i državni i međunarodni ugled. Planiranje i upravljanje ljudskim resursima svake konkretne visokoškolske ustanove jeste cjelovit proces unapređenja kvaliteta i vrlo bitan segment provođenja bolonjskih principa i on za razliku od ovog prvog društvenog cilja predstavlja i bitan segment Univerziteta, ali i svakog pojedinačnog fakulteta/akademije/ instituta. Ovo posebno dobiva na značaju zbog činjenice da je zbog agresije i ratnih djelovanja u BiH došlo do bitnog narušavanja principa obnavljanja nastavnog osoblja, te svojevrsnog diskontinuiteta koji se i u postratnom periodu još više pojačava sa nedovoljnim planskim osmišljavanje, neutvrđivanjem prioriteta i onemogućavanje finansijsko-materijalnih pretpostavki da se vrši transparentno i otvoreno podmlađivanje sa najistaknutijim i najperspektivnijim mladim znanstvenicima i istraživačima čiji je ukupni potencijal kompatibilan sa standardima u zemljama Evropske unije i Sjeverne Amerike. To znači i omogućavanje uvjeta za studijskim boravcima i društveni podsticaj ukupnom razvoju nauke. Ovakav pristup je neposredan uvjet kvalitetnog primjenjivanja „Bolonje“, ali i omogućavanje kvalitetne nadogradnje tog procesa u njegovoj konkretnoj primjeni u Bosni i Hercegovini.

Abstract

The upbringing and educational institutions of all sorts of profiles, especially higher education ones are qualitative and quantitative spring of professional profiling potential of human resources in modern society. Due to this irreplaceable function of theirs, they stand for institutions of special importance because they develop a modern knowledge, and skills and abilities; they encourage the creative abilities of the individual, his motivation and recognition of professional profiles enhancing the human potential at the disposal of a narrower or broader social organization. In modern terms it means a free flow of knowledge, but the expansion of space (market) for identifying knowledge and skills of qualified individuals who complete higher education and are open and available for additional training having in mind the speed of changes and the globalizing level of new knowledge in Europe and worldwide . That aspect of the first level of planning and concern for the human resources of a society in global (B&H, the region, also Europe and beyond) that should be implemented at the higher education institutions and the University of Sarajevo, by a competent teaching staff with planning perspective to be the foremost experts in their fields of science who should also have a national and international reputation.

The Planning and governing of human resources of any particular institution of higher education is indeed a comprehensive process of quality improving and a rather important segment of the Bologna Principles' implementation and on the contrast from this first social goal represents a significant segment of the University, and of each faculty / academy / institute. This additionally gains on significance due to the fact that the aggression and war in B&H caused a substantial violation of the teaching staff renewal principles and a kind of discontinuity which is in post-war period further increased by insufficient planning design, unset priorities and preventing financial and material assumptions to have make transparently and openly the regeneration with the most prominent and most promising young scientists and researchers whose total potential is compatible with standards in EU countries and North America. It also means providing the conditions for study stays and social incentives for overall development of science. This approach is a straightforward application of Bologna, but as well providing a quality upgrade of that process in its concrete implementing in Bosnia and Herzegovina.

Biserka Sabljaković, bibliotečki savjetnik / Librarian Adviser

Bibliotečko-informacioni centar Ekonomskog fakulteta / Library Information Center of the Faculty of Economics

INFORMACIJSKO OPISMENJAVANJE KORISNIKA BIBLIOTEKE EKONOMSKOG FAKULTETA

USERS EDUCATION OF INFORMATION LITERACY IN LIBRARY OF THE FACULTY OF ECONOMICS

Sažetak

Svaki univerzitet i fakultet koji želi visokopozicionirano mjesto u akademском svijetu mora imati kao podršku modernu i funkcionalnu biblioteku kao oslonac u kvalitetnom naučnom radu i nastavnom procesu. Uspješno poslovanje biblioteke, a posebno visokoškolske, nužno je vezano uz oblikovanje kvalitetnih programa informacijskog opismenjavanja korisnika, ali i njihovo neprestano usavršavanje. Biblioteke trebaju biti spremne tehnički, kadrovski i finansijski za preoblikovanje svojih usluga.

Informacijsko-referalne usluge biblioteke prelaze u informacijsko opismenjavanje. Informacijsko opismenjavanje se mora provoditi timski, sistemski, interinstitucijski i interdisciplinarno.

Cilj procesa informacijskog opismenjavanja je osposobiti studente za samostalno pretraživanje informacijskih izvora i njihovu procjenu. Informacijska pismenost čini temelj cjeloživotnom učenju. Promjene u akademском obrazovanju se oslanjaju na koncept samostalnog učenja, koji aktivno podržava biblioteka kao izvor organiziranog znanja.

Proces informacijskog opismenjavanja umnogome zavisi od interesovanja korisnika i sposobnosti korištenja bibliotečkih resursa. U procesu informacijskog opismenjavanja savremena biblioteka uspješno i efikasno daje svoj doprinos ako je dobro tehnički opremljena i ako ima visokostručno osposobljen bibliotečki kadar.

Zahvaljujući koordinaciji unutar Ekonomskog fakulteta u Sarajevu, a posebno saradnji sa Centrom za razvoj akademskog osoblja i Centrom za razvoj karijere studenata, Bibliotečko-informacioni centar uvodi svoje korisnike u informacijsku pismenost.

Bibliotečko-informacioni centar Ekonomskog fakulteta djeluje u skladu sa svojom vizijom prema što uspješnijem zadovoljavanju informacijskih potreba i želja korisnika.

BIC sa elektronskim katalozima, kreiranim bazama podataka, pristupom relevantnim naučnim bazama podataka, savremenom tehnologijom za pristup elektronskim sadržajima je informacioni centar koji odgovara sve kompleksnijim zahtjevima korisnika.

Ključne riječi: informacijska pismenost, fakultetske biblioteke, Bibliotečko-informacioni centar (BIC), cjeloživotno učenje, bibliotečke usluge, edukacija korisnika

Abstract

Every university and faculty that wants to have a high-ranking position in an academic world must have constant a modern functional library who will be mainstay in high-quality scientific work and teaching process. Successful library management especially in university library is related to improving of the quality of information literacy of its users. Libraries should be prepared technical, personnel and financial for improving their services.

Information and referral services of the library are transforming into information literacy. Information literacy must be carried out in team, systematically in institution and interdisciplinary.

The aim of the process of information literacy is to train students for independent seeking for information sources and their evaluation. Information literacy is basic for lifelong learning. Changes in academic education have the concept of independent learning, which library actively supports as a source of organized knowledge.

The process of information literacy depends on the interests of users and the ability to use library resources. In the process of information literacy modern library effectively and efficiently provide its contribution if it is technically well equipped and if you have a highly qualified library staff.

Thanks to the co-ordination with the Faculty of Economics in Sarajevo, and in particular cooperation with the Faculty Development Center, Students' Career Center, Library Information Center (LIC) trains its users in information literacy.

LIC of Faculty of Economics in Sarajevo operates in accordance with its vision to successfully meet the information needs of end user.

LIC with electronic catalogs, created databases, access to relevant scientific databases, modern technology to access electronic sources is information center that refers to increasingly complex user needs.

Key words: *information literacy, university libraries, Library Information Center (LIC), lifelong learning, library services, user train*

**REFERATI PO GRUPACIJAMA
PAPERS BY GROUPS**

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**ZNAČAJ I ULOGA SAMOEVALUACIJE STUDIJSKOG PROGRAMA U UNAPREĐENJU
KVALITETA – VLASTITA ISKUSTVA NA MEDICINSKOM FAKULTETU**

**IMPORTANCE AND ROLE OF SELF-EVALUATION OF STUDY PROGRAM IN QUALITY
IMPROVEMENT - OWN EXPERIENCE AT MEDICAL FACULTY**

Sažetak

Medicinski fakultet Univerziteta u Sarajevu je institucija koja je uključena u procese medicinske edukacije i naučno-istraživačkog rada u visokom obrazovanju. Osnovan je 1946. godine i obilježava više od 60 godina kontinuiranog rada.

Medicinski fakultet je posvećen implementaciji općih standarda u medicinskoj edukaciji i osiguranju kvaliteta u skladu sa objavljenim preporukama Svjetske federacije za medicinsku edukaciju (WFME) i Evropskog udruženja za osiguranje kvaliteta u visokom obrazovanju. Fakultet je fokusiran na osiguravanje kvaliteta edukacionog programa sa jasno utvrđenim ciljevima i angažovanjem kompetentnog osoblja. Aktivnosti za razvoj sistema osiguranja kvaliteta uključuje cijelu instituciju i povezuju ciljeve, planove, mjere i rezultate.

Studijski program "Medicina" je integrirani studijski program koji traje šest godina. Unutrašnja procjena, samoevaluacija studijskog programa, na Medicinskom fakultetu Univerziteta u Sarajevu je rezultat samoevaluacijskog procesa kao unutrašnjeg procesa baziranog na analizi vlastitih podataka koji se odnose na studijski program. Ona odražava aktuelnu situaciju i ukazuje na snagu i slabosti sa kojima je institucija suočena tokom inovacije i implementacije studijskog programa od 2003/04. godine do danas. Samoevaluacija studijskog programa na Medicinskom fakultetu Univerziteta u Sarajevu uključuje procjenu ciljeva obrazovanja i ishoda učenja, kurikuluma, osoblja, studenata, objekata i opreme, unutrašnjeg menadžmenta kvaliteta i dostignutih rezultata rada. Cilj samoevaluacije je unapređenja kvaliteta studijskog programa i priprema za vanjsku evaluaciju i akreditaciju.

Ključne riječi: menadžment kvaliteta, samoevaluacija studijskog programa, medicinsko obrazovanje

Abstract

Faculty of Medicine, University of Sarajevo is a public institution providing higher education in the area of medicine, as well as scientific and research work. It was established in 1946, and recently celebrated more than 60 years of continuous work. The Faculty of Medicine is committed to implementation of general standards in medical education and quality assurance in accordance with the published World Federation for Medical Education (WFME) recommendations and European Association for Quality Assurance in Higher Education (ENQA) recommendations. The Faculty is focused on ensuring quality of educational programs with clearly stated objectives and engagement of the competent staff. The activities for the development of the quality assurance system involve the whole institution and link its goals, plans, measures and results.

The study program "Medicine" is integrated study program that lasts for 6 years. The internal assessment, self-evaluation of the study program at the Faculty of Medicine, University of Sarajevo is the result of the self-evaluation process as an internal process based on the analysis of the own data related to study program. It reflects the actual situation and shows the strengths and weaknesses that this institution is facing with during the innovation and implementation of study program at the Faculty of Medicine, University of Sarajevo, starting from 2003/04 year till now. The self-evaluation of study program at the Faculty of Medicine, University of Sarajevo includes the assessment of educational objectives and learning outcomes, curriculum, staff, students, means and facilities, internal quality management and results achieved. The goal of self-evaluation is to improve the quality of study program and to serve as the base for the external evaluation and accreditation.

Key words: quality management, self evaluation of study program, medical education

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**ANALIZA KORISNIČKE PERCEPCIJE KVALITETA VETERINARSKE EDUKACIJE
U BOSNI I HERCEGOVINI U SVJETLU PRIBLIŽAVANJA KURIKULUMA
MEĐUNARODNIM STANDARDIMA**

**ANALYSIS OF USERS' PERCEPTION OF VETERINARY EDUCATION'S QUALITY
IN BOSNIA AND HERZEGOVINA IN THE LIGHT OF CURRICULUM
HARMONIZING WITH INTERNATIONAL STANDARDS**

Sažetak

Veterinarski fakultet Univerziteta u Sarajevu osnovan je 1949. godine i jedina je visokoobrazovna institucija u Bosni i Hercegovini (BiH) za veterinarsku edukaciju. U današnje vrijeme rasta značaja znanosti, globalizacije i brzih komunikacija, zahtjevi društva od veterinarstva se svakodnevno mijenjaju i proširuju. Prevođenje tih zahtjeva u nastavni program veterinarske edukacije predstavlja veliki izazov. Na globalnoj razini ovaj se problem pokušao riješiti definiranjem međunarodnih standarda i legislativnim reguliranjem pojedinih veterinarskih djelatnosti. Međutim, svaka država/visokoobrazovna institucija mora pronaći način ustanovljavanja sopstvenih smjernica za ispunjavanje nacionalnih zahtjeva i osobitosti veterinarske edukacije.

Ciljevi ovog rada su:

- analizirati socio-ekonomske i stručne faktore uticaja na smjer i dinamiku korisničkih očekivanja od veterinarske edukacije u BiH i
- predložiti preporuke za usklađivanje veterinarskog kurikuluma sa rezultatima i relevantnim međunarodnim standardima.

U ovom istraživanju, koje je proveo Veterinarski fakultet, po principu dragovoljnosti učestvovalo su sve veterinarske institucije i organizacije u BiH, uključujući privatne i javne veterinarske stanice i ambulante, laboratorije, državne, entitetske i kantonalne inspekcijske i upravne organe, prerađivačku, prehrambenu industriju i edukativne ustanove.

Sadašnji status veterinarstva i veterinarske edukacije u BiH uvjetuje mnogo faktora, poput ekonomske tranzicije, komplikovane administrativne podjele, institucionalnih ograničenja i nedostatka javnog ali i privatnog finansiranja. S obzirom na svoj privilegovan status, Veterinarski fakultet Univerziteta u Sarajevu ima važno mjesto u promoviranju percepcije veterinarske profesije prema važnosti koju ona u modernom društvu ima.

Ključne riječi: Bosna i Hercegovina, veterinarska edukacija, očekivanja, poboljšanje

Abstract

The Faculty of Veterinary Medicine in Sarajevo was founded in 1949 and is the only higher education institution in Bosnia and Herzegovina (B&H) for veterinary education. Nowadays, during the growth of importance of science, globalization and rapid communicating, social requirements facing the veterinary medicine are daily changing and getting extended. Implementing these requirements into the curriculum of veterinary education is a major challenge. At the global level, this problem has been tried to get solved by defining international standards and legislative regulating of certain veterinary activities. However, each state / higher education institution must find a way of establishing their own guidelines to meet the national requirements and peculiarities of veterinary education.

This paper's goals are as follows:

- *Analysing the socio-economic and technical factors of influence at the direction and dynamics of expectations of veterinary education users in B&H,*
- *Proposing recommendations for harmonization of veterinary curriculum with the results and the relevant international standards.*

In this survey conducted by the Faculty of Veterinary Medicine, under the principle of voluntary involvement, all veterinary institutions and organizations in B&H, including private and public veterinary stations and clinics, laboratories, state, entity and cantonal and inspection organs administrative authorities, the food processing industry and educational institutions participated.

The current status of veterinary education in B&H is under the influence of a multitude of factors such as economic transition, complicated administrative division, institutional constraints and lack of public and private funding. Due to its privileged status, Faculty of Veterinary Medicine, University of Sarajevo occupies an important place in promoting the perception of the veterinary profession regarding the importance it has in modern society.

Key words: *Bosnia and Herzegovina, veterinary education, expectations, improvement*

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**BOLONJSKI PROCES NA JU STOMATOLOŠKI FAKULTET SA KLINIKAMA –
DOBRE I LOŠE STRANE**

**BOLOGNIAN PROCESS AT FACULTY OF DENTAL MEDICINE, UNIVERSITY OF SARAJEVO -
ADVANTAGES VERSUS DISADVANTAGES**

Sažetak

Osnovne odrednice Bolonjske deklaracije su: prihvatanje sistema lako prepoznatljivih zvanja, promoviranje mobilnosti studenata i naučno-nastavnog kadra, promoviranje osiguranja kvaliteta na evropskom nivou u cilju razvijanja usporedivih kriterija i metodologija praćenja kvaliteta studiranja, utvrđivanje bodovnog sistema CTS (kredit transfer sistem)/ECTS (evropski kreditni transfer sistem) i dvociklični sistem studiranja. Cilj ovog rada je prezentacija iskustava u prethodne tri godine implementacije Bolonjskog procesa na Stomatološkom fakultetu sa klinikama Univerziteta u Sarajevu sa naglaskom na dobre i loše strane reforme. Stomatološki fakultet u Sarajevu započeo je reformu još 2004. godine nakon posjete Vizitacijskog tima iz Evropske akademije za dentalnu edukaciju (ADEE). Na osnovu preporuka Vizitacijskog tima započeta je reforma kurikuluma u skladu sa „best practice“ ADEE. Od školske 2008/2009. godine studenti pohađaju nastavu prema bolonjskim principima. U školskoj 2009/10. godini urađene su i minimalne korekcije reformisanog plana i programa studija. Tako se odustalo od izbornih predmeta za koje nije postojao interes studenata. S druge strane, visok stepen prolaznosti studenata iz prve u drugu studijsku godinu (oko 60%) pokazao je neke od dobrih strana provedene reforme. U 2010. godini obnovljen je dio prostora i opreme za kvalitetnije izvođenje nastave. Potpisani su i obnovljeni ugovori o saradnji u oblasti nauke i edukacije sa stomatološkim fakultetima u regiji i inostranstvu. Izvršen je i izbor nastavnika i saradnika, od kojih su neki već bili članovi akademske zajednice fakulteta, a neki su to postali prvi put. Intenziviran je individualni rad sa studentima. Krajnji cilj je edukacija stomatologa koji odgovara kompetencijama savremenog evropskog stomatologa. Specifičnost edukacije na Stomatološkom fakultetu, kao i drugim fakultetima biomedicinske grupacije, svakako je postojanje tima koji osim studenta i nastavnika uključuje i pacijenta. Fakultet nailazi na probleme koji ponovo naglašavaju činjenicu da medicinsku grupaciju odlikuju neke specifičnosti u odnosu na ostale grupacije fakulteta. Prvenstveno za individualni rad sa studentima neophodno je korigovanje postojećih važećih standarda i normativa za obavljanje djelatnosti visokog obrazovanja. Stomatološkom fakultetu nedostaje izvjestan broj nastavnika i saradnika, a njihovim angažmanom stvorila bi se mogućnost provođenja zacrtanih planova u potpunom obimu. Dvociklični studij i revizija postojećih zvanja koja se dobivaju nakon

završetka studija stomatologije također predstavljaju jednu od specifičnosti ovog fakulteta. Uticaj važeće legislative iz oblasti zdravstvene zaštite, sistema zdravstvenog osiguranja, prava pacijenata, postdiplomske specijalističke i subspecijalističke edukacije važan je za pravilno razumijevanje konteksta u kojem postoji i radi Stomatološki fakultet.

Stoga i sistem osiguranja kvaliteta na Stomatološkom fakultetu osim na području edukacije neodvojivo uključuje i QA u oblasti zdravstva.

Ključne riječi: Bolonjski proces, biomedicinske nauke, stomatologija, iskustva, osiguranje kvaliteta

Abstract

Basic principles of Bologna declaration are as follows: acceptance of system of easy recognizable titles, student mobility and scientific staff mobility promotion, promotion of quality assurance at European level, with goal of creating of comparable criteria and methodologies for quality assurance, defining European Credit Transfer System (ECTS), two-cycle system of studying. The aim of this paper is presentation of experiences in past three years of Bologna process implementation at Faculty of Dental Medicine University of Sarajevo with emphasis on advantages and disadvantages of the reform.

Faculty of Dental Medicine in Sarajevo has started reformations back in 2004 with after visitation from Academy for Dental Education in Europe (ADEE). According to recommendations of visitation team and "best practice" from ADEE we started the reform of curriculum. Since 2008/09 school year students at our faculty attend classes following Bologna process. In 2009/10 school year minimal corrections of reformed curriculum were done. We closed some optional subjects that students were not interested in. On the other hand, relatively high pass-rate of students from first to second year of study (around 60%) was one of proves that have showed some advantages of this reform. In 2010 some space and equipment capacities were renewed for the purpose of better quality of educational process. Contracts of cooperation in a field of science and education were signed and renewed between our faculty and other dental faculties in the region and abroad. Also, we elected few teachers and associates, some of them were already members of our academic stuff and some of them became members for the first time. Individual work with students is intensified. Our final goal is education of dentists that meet requirements of the "Contemporary European Dentist". Specificity of education at Faculty of Dental Medicine in Sarajevo, as well as on the other faculties among biomedical group, is education team that includes teacher, student and patient as well.

Faculty of Dental Medicine is facing some difficulties which once again emphasise the fact that medical group of faculties is different from other groups.

For qualitative individual work with student it is essential to get correction of the current standards and regulations for higher education.

Faculty of Dental Medicine faces the lack of certain number of teachers and associates. Their engagement would create conditions in which reform could be fulfilled

Faculty of Dental Medicine, University of Sarajevo, reformed its curriculum during school year 2007/2008. Reformed curriculum was accepted by all levels of University. Students who attend first study year from school year 2008/2009 are studying according to Bologna principles..

Goal of this reform is to create doctor of dental medicine who corresponds to competencies of contemporary European dentist, but during that process,. Our educational team consists of student, teacher and patient. Faculty of Dental Medicine faces the lack of certain number of teachers and associates. Their engagement would create conditions in which reform could be fulfilled.

Another problem concerns two-cycle system and titles gained after finishing dental medicine studies represent another specific aspect of this faculty.

Therefore, quality assurance at Faculty of Dental Medicine in education process is inseparable from QA in health care.

Key words: *Bologna process, biomedical sciences, dental medicine, expiriences, quality assurance*

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**REALNOSTI U PROVOĐENJU REFORME VISOKOG OBRAZOVANJA
NA FARMACEUTSKOM FAKULTETU**

**REALITY OF IMPLEMENTING THE HIGHER EDUCATION REFORM
AT THE FACULTY OF PHARMACY**

Sažetak

Peto savjetovanje o reformi visokog obrazovanja i ove godine posvećeno je praćenju i analizi provođenja transformacije i unapređenja jednog od najodgovornijih segmenata ljudskog postojanja, a to je obrazovanje, posebno visoko obrazovanje kroz primjenu odredbi bolonjskih principa. Prihvatanjem temeljnih načela i ciljeva kroz koje se prepoznaje nastojanje evropskih univerziteta za reformskim zahvatima u visokom obrazovanju, isti zadatak ima Sarajevski univerzitet sa svim svojim fakultetima kao organizacionim jedinicama. Farmaceutski fakultet Univerziteta u Sarajevu, vođen reformskim načelima, počeo je usaglašavanje svoje nastavno-naučne djelatnosti od 2009/2010. školske godine, kada je upisana prva generacija studenata po novom nastavnom planu i programu.

Realnost provođenja reforme visokog obrazovanja na Farmaceutskom fakultetu u Sarajevu ogleda se u činjenici da je reforma bila moguća postepeno, najprije prva godina studija, potom druga, a zatim treća i naredne godine petogodišnjeg studija. Studij farmacije, kao i drugi studiji medicinske grupacije, tretira se kroz jedinstveni petogodišnji studij kakav je bio i prije reforme, što je u skladu sa prirodnom studijem, što se kao izuzeće pojavljuje za sve zdravstvene studije, a nakon završetka stiče se zvanje magistra farmacije. Za daljnje obrazovanje potreban je jedan prelazni period u trajanju od jedne godine koji bi nosio 60 studijskih bodova, a potom trogodišnji doktorski studij. Ovim bi se premostio problem koji nameće zvanje magistra farmaceutskih nauka, a ako sada nije zakonom predviđeno, može se na određeni način koncipirati i time jednostavnije rješiti dilema cikličnih studija u grupaciji zdravstvenih fakulteta, te time i farmacije. Realnost u provođenju reforme visokog obrazovanja na Farmaceutskom fakultetu Univerziteta u Sarajevu ogleda se i u činjenici da Fakultet za ove aktivnosti nikada nije dobio niti najmanju finansijsku potporu, a nastavni proces se odvija i to kroz realizaciju novog nastavnog plana i programa za studente koji su svoj studij započeli po istom, ali i provođenje nastave za studente koji su upisali studij po starom nastavnom planu i programu, što je zakonom predviđeno.

Abstract

Even this year , the Fifth Conference on the Higher Education Reform is dedicated to tracking and analyzing the implementation of transformation and improvement of one of the most responsible parts of human existing - the education, in particular the higher

education through the Bologna Principles regulations. Having accepted the core principles and objectives through which one recognizes the efforts by the European universities to implement reforms within higher education, the University of Sarajevo, with all its faculties as organizational units, has the same task. The Faculty of Pharmacy, University of Sarajevo, led by the principles of reform, has began working on harmonizing its teaching and scientific activities since of 2009/2010 school year when the first generation of students was enrolled under the New Curriculum.

The reality of the reform of higher education at the Faculty of Pharmacy in Sarajevo is reflects in the fact that the reform was possible gradually, first the first year of study, then second, then third and the following year and of the five-year study. The study of pharmacy, and other studies of the academic council of medical sciences group, is being treated through the single five-year study as it was before the reform, which is consistent with the nature of the study, appearing as an exemption for all health studies, and upon graduation one gets the MA degree in Pharmacy. A transitional period of one year that is 60 academic credits is needed for further education, and then a three-year doctoral study. This would bridge the problem imposed by the title Master of Pharmaceutical Sciences, and now if it has not been is not provided by law, in the same way it can be conceived and thus be easier to solve the dilemma of cyclic studies in the academic council of medical faculties group, and thus with the pharmacy respectively. The reality of the implementing reform of higher education at the Faculty of Pharmacy, University of Sarajevo is also reflecting in the fact that for this activity Faculty has never received the event the slightest financially support, and teaching process is taking place event through the implementation of a new curriculum for students who began their studies in accordance it, and there is also implementation of teaching process with the Old Curriculum for students who made their enrollment when the old curriculum was in power as stipulated by the Law.

Muris Bečirčić, student

Lamija Karalić, student

Tarik Hodžić, student

Medicinski fakultet / Faculty of Medicine

**UNAPREĐENJE KVALITETA NASTAVE
NA KLINIČKIM PREDMETIMA MEDICINSKOG FAKULTETA**

TEACHING QUALITY ENHANCEMENT IN FACULTY OF MEDICINE'S CLINICAL SUBJECTS

Sažetak

Ovaj rad ima za cilj razraditi mogućnosti unapređenja reformisanog nastavnog procesa koji se odvija na Medicinskom fakultetu četvrtu akademsku godinu. Reformisani nastavni proces pokazuje određene prednosti i nedostatke.

Činjenica je da reforma donosi poboljšanja od kojih najvažnijim smatramo: kontinuiran rad – uvođenjem kontinuiranih provjera znanja studentu je omogućeno da redovno radi, ispunjava obaveze i lakše usvaja znanja, posvećenost jednom predmetu – blok-nastava studentu omogućava da se u potpunosti posveti jednom predmetu, manji broj studenata u grupi na praktičnim vježbama – manje grupe omogućavaju asistentu da lakše i kvalitetnije prenese znanje studentima, polaganje praktičnih vještina pred predavačima – ovakav način kolokviranja praktičnih vježbi studenta obavezuje na ozbiljniji i predaniji pristup praktičnom ispitu, interaktivna nastava – ogleda se u učestvovanju studenata u organizovanju predavanja putem seminarских radova, prisutnost nedostataka, koji se javljaju uporedno sa reformisanim nastavnim procesom, ukazuje na mogućnost poboljšanja istog, manjak vremena za usvajanje znanja – blok-nastava predviđa kraći period slušanja, vježbanja i spremanja za ispit svih predmeta, nedovoljna edukacija nastavnog kadra o pripremi testova – pri izradi ispitnih pitanja nastavnici se nedovoljno posvete, što za posljedicu ima zbunjujuća pitanja, te manjak kvalitetnog rada u ambulanti – budući da dodiplomski studij obučava studenta da bude ljekar opšte prakse, smatramo važnim uskraćenost kvalitetne ambulantne prakse. Nalazimo važnim spomenuti partnerski odnos Ureda za kontrolu kvaliteta nastave i Udruženja studenata Medicinskog fakulteta, što pomaže u efikasnijem unapređenju kvaliteta nastave.

Ključne riječi: reforma, unapređenje kvaliteta nastave, nastavni proces

Abstract

This paper's aim is developing possibilities for improving the reformed teaching process that has been taking place at the Faculty of Medicine for four academic years. The reformed teaching process is expressing some advantages and disadvantages at the same time.

The fact is that the reform brings improvements, out of which we consider the most important:

Continuous work. By having the continuous knowledge testing introduced, the student is able to work regularly, to fulfill obligations and to attain knowledge easily.

Dedication to a subject. Block classes allow students to be fully devoted to one subject. A smaller number of students within the groups on practical activities. Smaller groups allow the assistant to more easily and better knowledge transfer to students.

Taking the practical skills exam in front of lecturers. This way of making getting practical exercises in the colloquium, will undertake students to more seriously and devotedly approach to practical exam.

Interactive teaching. It is reflecting in the participation of students in organizing lectures by preparing term papers.

The presence of defects occurring in parallel with the reformed educational process is indicating at the possibilities of improving it.

Lack of time for learning. Block-learning provides a shorter period of listening, practicing and preparing for the examination from all subjects.

Insufficient training of personnel regarding the test preparation. When developing the test questions, teachers do not get into enough, thus having as a result confusing test questions.

Lack of good work in the ambulance. Since undergraduate studies train student to be a general practitioner, we consider important the deprivation of quality ambulatory practice.

We find it important to mention the partnership of the Office for Teaching Quality Control and the Association of Faculty of Medicine Students that helps getting the quality of teaching to be more efficient.

Key words: reforming process, teaching quality enhancement, teaching process.

**REFERATI PO GRUPACIJAMA
PAPERS BY GROUPS**

**GRUPACIJA HUMANISTIČKIH NAUKA
GROUP OF HUMANITIES**

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ISHODI UČENJA/STUDIRANJA U BOLONJSKOJ EDUKACIJSKOJ PONUDI

OUTCOMES OF LEARNING / STUDYING WITHIN THE BOLOGNA EDUCATIONAL OFFER

Sažetak

Jedan naš uvid u neke studijske programe društveno-humanističkih nauka na Sarajevskom univerzitetu pokazao nam je da se oni, uglavnom, ne temelje na ishodima učenja/studiranja. U njima se više mogu naslućivati nego li jasno prepoznavati generičke ili opće kompetencije (one koje su prenosive u različita znanstvena područja, polja ili grane). Formulacije ishoda učenja/studiranja, kako na razini studijskih programa tako i na razni nastavnih predmeta, nejasne su ili nepotpune, neprecizne ili teško provjerljive. Studijski programi posebno slabo poznaju nivoe ishoda učenja/studiranja. Iz logičkog slijeda studija ne vidi se koji ishodi stupnjevito proizlaze iz nastavnih predmeta. Ne može se reći da je jasno primijećena važnost ishoda učenja/studiranja kako na razini studijskih programa, tako i na razini nastavnih predmeta i studijskih modula. Ovom činjenicom se mogu, dobrim dijelom, objasniti čudne edukacijske mješavine loših, ili loše pojmljenih, bolonjskih edukacijskih ponuda sa starim edukacijskim rješenjima. U praksi visokoškolskog obrazovanja stvaraju se hibridne procedure u provođenju bolonjske edukacijske ponude. Slaba definiranost ili odsustvo ishoda studijskih programa onemogućava ponudu različitih inventivnih i kreativnih kombinacija studijskih grupa, modela studija i izbornih predmeta. Na taj način se ne vodi računa o tržištu rada i zapošljavanju. Ovo je i važan razlog praktičnog neprepoznavanja stručnih profila koje nude fakulteti. Upitna je uloga nekih nastavnih predmeta u profilaciji akademske i kvalifikacijske/kompetencijske stručnosti. Ovim radom želi se ne samo ukazati na ove probleme, već istaći potreba i mogućnosti izrade studijskih programa koji bi se temeljili na kompetencijama, na ishodima učenja/studiranja. I ono što je najvažnije, radom se želi skrenuti pažnja akademske javnosti da su ishodi učenja/studiranja u bolonjskoj edukacijskoj ponudi označeni kao važan instrument osiguranja kvaliteta, te da u našim uslovima imaju izuzetan značaj u borbi za znanja, a ne za zvanja.

Ključne riječi: ciljevi podučavanja, taksonomija obrazovnih ciljeva, ishodi učenja/studiranja, mjerjenje, ocjenjivanje, profesionalni ili kompetencijski profil

Abstract

An our insight of our into some social sciences and humanities study programmes at the University of Sarajevo has shown that they are generally not based on outcomes of learning / studing. One can guess more than you clearly identify generic or general competencies (those that are transmittable in different areas of sciences, fields or

branches). Learning/studding outcomes Formulation, both at the level of study programs and on various subjects, are unclear or incomplete, imprecise or difficult to verify. In particular, study programmes are poorly acquainted with levels of learning /studding outcomes. Out of logical sequence of study one cannot see gradual deriving of outcomes from courses. One cannot say that importance of learning/studding outcomes at both at the level of programmes, and at the level of subjects and study modules clearly noticed.

This fact may to the large extent explain the strange educational mixtures of wrong, or wrongly perceived, Bologna educational offer with the old educational solutions. In higher education's practice, this creates a hybrid procedure in the implementation of the Bologna educational offers. The low definition or absence of studies outcome is preventing the offer of various innovative and creative combination of study groups, the study models and elective courses. In this way, no account is taken for the labor market and the employment. This is also an important reason of practical for non-recognizing of professional profiles that some faculties offer. Even the role of some courses, within the profiling of the academic qualifying / competitive expertise is rather dubious. This paper's goal is just not drawing attention to these problems, but pointing out the need and possibilities of creating study programmes that would be based on competencies, and the learning / studding outcomes. And most importantly, the paper trying to draw public attention to the academic outcomes of learning / studying in Bologna educational offer marked as an important quality assurance instrument and that, in our conditions, have exceptional importance in the struggle for knowledge, not titles.

Key words: objectives of teaching, educational objective taxonomy, studding/learning outcomes, measurement, assessment, professional or competitive profile.

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RAZVOJ I EVALUACIJA KURIKULUMA VISOKOŠKOLSKIH USTANOVA

DEVELOPMENT AND EVALUATION OF THE HIGHER EDUCATION CURRICULA

Sažetak

U radu se ukazuje na sporost u promjenama načina izbora sadržaja na kojima se zasniva visoko obrazovanje. Misli se na zastarjelost nastavnih predmeta, na zastarjelost nastavnih sadržaja, na tradicionalne strukture nastavnih planova i programa, na krutost u profiliranju budućih stručnjaka, te na to da stručnjaci koji, po sticanju diploma, više odgovaraju prošlom vremenu, nego vremenu u kojem treba da rade i stvaraju.

Zato smatramo da stalno treba raditi na usaglašavanju nastavnih planova i nastavnih programa sa stepenom razvoja društva, sa ciljevima tog razvoja, sa demokratskim tokovima i tržišnom orientacijom u privređivanju.

Isto tako želimo ukazati na neispunjavanje principa prohodnosti studenata i to:

- *interne horizontalne prohodnosti na nivou same visokoškolske institucije, univerziteta u okviru kojeg djeluje ta visokoškolska institucija i na nivou bh. društvene zajednice;*
- *eksterne horizontalne prohodnosti u okvirima evropskog obrazovnog prostora, te visokog obrazovanja u svijetu;*
- *interne vertikalne prohodnosti, u smislu prava na nastavak studija i cjeloživotnog učenja (Life Long Learning), kako u instituciji i univerzitetu na kojem se studira, tako i na prostorima bh. zajednice i*
- *eksterne vertikalne prohodnosti u evropskom i svjetskom obrazovnom prostoru.*

Kruto zadržavanje nastavnih planova i programa iz prošlosti je jednako neprihvatljivo kao i nekritično preuzimanje tuđih nastavnih planova i programa rađenih u skladu sa nekim drugim društvenim tokovima i stanjem u privredi.

Tema je izuzetno društveno i pedagoški aktuelna, jer se radi o aktivnosti primjene Evropskih standarda u visokom obrazovanju, u skladu sa principima Bolonjske deklaracije.

Ključne riječi: kurikulum, prohodnost, usklađenost, evaluacija

Abstract

This paper discusses challenges of when developing and selecting higher education curricula .It is pointing to a slow process, outdated contents and selection of subjects, traditional structure of the educational plans and programs as well as the rigidity in job profiling and expertise development. This results in a situation in which higher education graduates have diplomas and expertise that does not correspond with the market needs and demands for expertise of the contemporary time.

The paper argues that the process of evaluation and development of higher education curricula should be an ongoing process that should follow modern trends and social and technological development, as well as the orientation of the market economy. Moreover, we would like to point out to the issue of student advancement as follows:

- *Internal, horizontal advancement at the level of higher educational institution within the university as well as BIH social environment.*
- *External advancement within the European educational area and a global higher education scene.*
- *Internal vertical advancement encapsulated in the right to continue education and pursue lifelong learning, within and outside of the university and BIH society.*
- *External vertical advancement within European and global sphere*

The trend to rigidly preserve educational plans and contents of higher education from the past is as unacceptable as the non-reflective copying of plans, programs and educational contents from other educational environments as it does not correspond to the reality and the development level and needs of our society.

This topic is highly sociologically actual and of strategic importance given the process of adoption of European standards in higher education and overall adoption of Bologna declaration.

Key words: curriculum, advancement, evaluation, development

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ETIKA VODSTVA U VISOKOŠKOLSKIM USTANOVAMA

LEADERSHIP ETHICS IN HIGHER EDUCATION INSTITUTIONS

Sažetak

Rad ukazuje na potrebu istraživanja etike vodstva, kao sastavnog dijela savremenog znanja o vođenju. Dosadašnja istraživanja teorijskih principa etike vodstva zanemarivala su područje rukovođenja u institucijama odgoja i obrazovanja. Ona su bila oskudna i u području poslovne etike, kao i u literaturi o upravljanju. Iako nedovoljni, rezultati ovih istraživanja mogu biti podsticajni i za istraživanja etike vodstva na svim razinama obrazovanja, jer su zasnovani na istraživanjima međunarodnih odnosa u ekonomskoj, socijalnoj i tehničkoj sferi. Istraživanja različitih kultura, njihovih karakteristika i utjecaja na uspješnost vođenja stoje u tijesnoj vezi i sa pokušajima rasvjetljavanja savremene krize obrazovnog sistema, koja se u globalnom okvirima ispoljava kao kriza identiteta. U širokom spektru kritičkog preispitivanja savremenog obrazovnog sistema etika vodstva ima poseban značaj. Intenzivirani procesi globalizacije bitnije određuju internacionalni i nacionalni kurikulum. Uspostava vrijednosti u njihovim okvirima zahtijeva značajnije prisustvo etičke i moralne perspektive obrazovnog sistema. Razmatrani značaj etičkih teorija u provođenim istraživanjima, kao mogućim modelima za istovjetna istraživanja i u visokoškolskim ustanovama, nedvosmisleno upućuju na zaključak da istraživanja vodstva zahtijevaju prihvatanje vodstva kao moralnog procesa. Njihov osnovni cilj sadržan je u naglašenijoj potrebi istraživanja temeljnih principa etičkog vodstva u našem vremenu.

Ključne riječi: rukovođenje, institucije odgoja i obrazovanja, visoko obrazovanje, kultura, obilježja kulture, vodstvo, etika vodstva, etičke teorije i stajališta o etičnom vodstvu

Abstract

This paper indicates the necessity of researching leadership ethics, as a part of contemporary knowledge about leadership. Former researches of theoretical principles of leadership ethics were neglecting the area of management in educational institutions. They have also been rare in the area of business ethics, as well as in the management literature. Although inadequate, the results of the researches could be motivators for the research of leadership ethics on all levels of education, because they are based on the survey of international relationships in the economic, social and technical sector. The research of different cultures, their characteristics and influence on the successfulness of leadership is also closely connected to the efforts of casting light on contemporary crisis in educational system, which is globally reflected as the identity

crisis. In a wide scope of critical questioning of contemporary educational system, the leadership ethics occupies a place of special importance. The intensified processes of globalization produce greater impact on the international and national curriculum. The establishment of values within their frameworks requires the more considerable presence of the ethic and moral perspective of educational system. The considered importance of ethic theories in realized research, as potential models of identical research in higher education institutions, unequivocally leads to a conclusion that the research of leadership requires the acceptance of leadership as a moral process. Its basic goal is comprised in the more emphasized necessity for researching the fundamental principles of ethical leadership in our present days.

Key words: management, educational institutions, higher education, culture, cultural features, leadership, leadership ethics, ethical theories and opinions about ethical leadership.

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**SISTEM UPRAVLJANJA KVALITETOM NA
VISOKOŠKOLSKIM USTANOVAMA UNIVERZITETA U SARAJEVU**

**SYSTEM OF QUALITY STEERING AT THE HIGHER EDUCATION
INSTITUTIONS OF SARAJEVO UNIVERSITY**

Sažetak

Pridruživanjem Bolonjskom procesu 2003. godine Bosna i Hercegovina, a time i Univerzitet u Sarajevu su se obavezali na implementaciju niza osnovnih strukturalnih reformi na nivou visokog obrazovanja, posebice onih koji spadaju u centralne elemente Bolonjskog procesa¹. Kako bi se uvrstili u evropski prostor visokog obrazovanja², jedan od temeljnih zahtjeva je i uspostavljanje sistema osiguranja kvaliteta (QA) odnosno sistema upravljanja kvalitetom na visokoškolskim ustanovama Univerziteta u Sarajevu. Na taj način se zadovoljava princip podudarnosti strateških koraka u uspostavljanju kulture kvaliteta sa univerzitetima Evropske unije, kreiraju mehanizma kulture potpunog kvaliteta i podiže kritični nivo svjesnosti o socijalnim i ekonomskim funkcijama sistema upravljanja kvalitetom.

Svrha ovog rada je da ukaže na potrebu i značaj izgradnje sistema upravljanja kvalitetom na visokoškolskim ustanovama Univerziteta u Sarajevu, posebno njegove prve faze realizacije, a to je interno osiguranje kvaliteta, koja se u odnosu na Evropske standarde za osiguranje kvaliteta u visokom obrazovanju³ smatra prvim preduslovom izgradnje sistema upravljanja kvalitetom.

Ključne riječi: reforma visokog obrazovanja, upravljanje kvalitetom, interno osiguranje kvaliteta, Univerzitet u Sarajevu

¹ Izvor: u dokumentu „World University-Austrian Committee“, Bolonjski proces, brošura za edukaciju “Sistem osiguranja kvalitete”, navodi se da centralni elementi Bolonjskog procesa predstavljaju: “Otpočinjanje sprovedbe dvocikličnog sistema visokog obrazovanja, priznavanje diploma i perioda studiranja te automatsko obezbjeđivanje dodatka diplomi za sve diplomce, uspostavljanje nacionalnog sistema osiguranja kvalitete, koji bi trebao sadržavati i definiciju odgovornosti institucija i tijela uključenih u proces, evaluacija programa ili institucija, uključujući internu procjenu, eksterni pregled, učešće studenata i objavljivanje rezultata, sistem akreditiranja, certificiranja ili sličnih procedura, međunarodno učešće, saradnja i umrežavanje”, WUS Austrija, Sarajevo, 2005.

² Izvor: Zakon o visokom obrazovanju (prečišćeni tekst) objavljen je u „Službenim novinama Kantona Sarajevo“, broj 22/10, član 3, stav 8, „Evropski prostor visokog obrazovanja je proglašen cilj potpisnicu Deklaracije evropskih ministara visokog obrazovanja iz Bolonje (1999) koji vodi stvaranju jedinstvenog evropskog prostora visokog obrazovanja, koji omogućava povećanu mobilnost studenata i akademskog osoblja, jača međunarodnu konkurentnost evropskog visokog obrazovanja, te vodi uspostavljanju zajedničkog okvira i sistema uzajamno razumljivih i uporedivih diploma.“

³ Izvor: Standardi i smjernice za osiguranje kvaliteta na prostoru evropskog visokog obrazovanja, Evropska asocijacija za osiguranje kvaliteta u visokom obrazovanju, Helsinki, Finska, 2005.

Abstract

Bosnia and Herzegovina taking Bologna process accordance during the 2003, as well as University of Sarajevo, has an obligation of basic structural reform implementation at higher education level, especially the core of Bologna process. Taking the aim of reaching the European higher education area, one of the fundamental requirements is the quality assurance system, as well as quality assurance steering process at the higher education institutions of Sarajevo University.

In that manner, principle of strategic steps matching of culture quality within the universities in European Union and complete quality mechanism as well as critical conscience level increase of social and economic functions given by system of quality steering is established.

Purpose of this paper is pointing the needs and importance by building the system of quality steering at the higher education institutions of Sarajevo University, especially the first stage of project realization which is intern quality assurance according the European standards in higher education quality assurance like first precondition of building the system of quality steering.

Key words: H.E. reform, Quality steering, Intern quality assurance, University of Sarajevo

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BOLONJSKI PROCES U PERCEPCIJI VISOKOG OBRAZOVANJA SAD-a

BOLOGNA PROCESS AS VIEWED IN TRADITION OF USA HIGHER EDUCATION

Sažetak

Rad razmatra pitanje percepcije Bolonjskog procesa u visokom obrazovanju Sjedinjenih Američkih Država, temeljeći se na analizama relevantnih američkih autora (P. Gaston, C. Adelman i drugi). Ovакви radovi nude širokoj akademskoj publici u SAD-u analizu onoga što su obrazovne vlasti evropskog visokog obrazovanja, akademske vođe, nastavnici i studenti postigli tokom prvog i početkom drugog desetljeća reforme, posebno u pogledu izazovnih pitanja: odgovornosti, pristupa osiguranju kvaliteta, ECTS-a, ishoda učenja, mobilnosti itd.

Američko visoko obrazovanje obavještava se šire o Bolonjskom procesu u nastojanju da se analizira šta visoko obrazovanje SAD-a može naučiti od evropskih reformi i gdje mogući produktivni dijalog između edukatora SAD-a i „Bolonje“ treba početi.

*Održane su brojne konferencije i intenzivne rasprave o Bolonjskom procesu u SAD-u. Pored toga, značajan projekat pod nazivom *Tuning project* u okviru „Lumina fondacije“ provodi se u tri američke države u oblasti visokog obrazovanja – Indiana, Minnesota i Utah, koje su uspostavile studijske programe u cilju ispitivanja „Bolonje“ *Tuning* procesa i kako bi utvrdili oblike i opsege svojih potencijala u kontekstu SAD-a.*

Abstract

This paper is discussing the perceptions of the Bologna Process within the higher education in United States, based on analysis of relevant American authors (P. Gaston, C. Adelman and others). Such works offer to a broad academic audience in the U.S. an analysis of everything what was done by the European higher educational authorities, academic leaders, teachers and students that was achieved during the first and early second decade of reform, particularly in terms of challenging issues: responsibility, quality assurance, ECTS, learning outcomes, mobility etc.

American higher education is getting wider informed about the Bologna Process in effort to analyze what the U.S. higher education can learn from the European reforms, and where should start a possibly productive dialogue between the U.S. educators and Bologna participants.

There were a number of conferences and intensive discussions on the Bologna Process in the United States. In addition, a large project called "Tuning Project" within the Lumina Foundation framework is carried out in three Federal States in the field of higher education - Indiana, Minnesota and Utah that have established curricula in order to investigate the Bologna "Tuning" Process and to determine shapes and extents of their potential within the USA context.

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Nacionalna i univerzitetska biblioteka Bosne i Hercegovine / National and University Library of Bosnia and Herzegovina

**UTJECAJ MASOVNE DIGITALIZACIJE NA AKADEMSKU ZAJEDNICU
U BOSNI I HERCEGOVINI**

**THE IMPACT OF MASS DIGITIZATION ON THE ACADEMIC COMMUNITY
IN BOSNIA AND HERZEGOVINA**

Sažetak

U radu se govori o masovnoj digitalizaciji koja se provodi u bibliotekama u svijetu i o utjecaju ovakvih projekata na akademsku zajednicu u BiH. Kao primjeri uzeti su projekti "Internet Archive" (IA) i "Google Books Library Project" (GBLP) koji su nastali u saradnji sa bibliotekama. IA je pokrenut 1996. godine i njegova namjena je da ponudi besplatan pristup građi u digitalnom obliku različitim kategorijama korisnika od istraživača, historičara i naučnika raznih profila do osoba sa invaliditetom. Uz velike poteškoće i napore pokretača u aprilu 2004. godine projekt se počinje intenzivnije razvijati u saradnji sa bibliotekom Univerziteta u Torontu – počinje se sa digitalizacijom građe koja je javno dobro.

Iste godine Google pokreće sličan projekt. GBLP je rezultat partnerstva Googla sa izdavačima i bibliotekama. Na početku su mu se pridružile neke od najznačajnijih biblioteka za naučno-istraživačku zajednicu u svijetu (biblioteke univerziteta Harvard, Oxford, Stanford, Michigan i New York Public Library). Proces digitalizacije koji provodi Google nakon sklapanja ugovora sa bibliotekom počinje posuđivanjem građe uz preuzimanje potrebnih metapodataka, nakon čega slijedi digitaliziranje pojedinih jedinica, OCR-ovanje i indeksiranje. Nakon toga knjige postaju dostupne javnosti putem Interneta u zavisnosti od autorskih prava, cjelokupno ili ograničeno.

IA i GBLP su i danas vrlo aktivni i popularni projekti u svijetu. S obzirom na veliki doprinos koji pružaju razvoju visokoškolskog obrazovanja u svijetu, u ovom radu pokušat ćemo odgovoriti na pitanje da li promocija ovakvih projekata u BiH može doprinijeti razvoju akademske zajednice u bolonjskom okruženju.

Ključne riječi: masovna digitalizacija, Google, Internet Archive, akademska zajednica, autorska prava, javno dobro

Abstract

This paper deals with the mass digitization implemented in libraries in the world and with the impact of these projects on the academic community in BiH. The given Examples that are: "Internet Archive" projects (IA) and "Google Books Library Project" (GBLP) which were created in collaboration with the libraries. The IA was launched in

1996 with the purpose of offering free access of materials in digital form for various categories of users: from researchers, historians, scholars of all kinds to people with disabilities. With great difficulty and the efforts taken by the initiators, in April 2004 the project begins to develop in cooperation with the University of Toronto Library. They started with the digitization of materials that were public welfare.

In the same year Google started a similar project. The GBLP is the result of partnership between Google and publishers and libraries. At the very beginning some of the most important library for science and research community in the world (Harvard University, Oxford, Stanford, Michigan and New York Public Library) joined them. Digitization process that Google implements starts with signing the contract with the library, and continues with the borrowing library materials with metadata, which is followed by digitization, OCR and indexing. After that, books are available to the public via internet either totally or restrictively, depending on the copyright.

The IA and GBLP are still very active and popular projects in the world. Taking into consideration the large contribution they provide to the higher education in the developing countries, this paper will try to answer the question whether the promotion of such projects in Bosnia and Herzegovina could contribute to the development of the academic community in Bologna environment.

Key words: mass digitization, Google, Internet Archive, academic community, copyright, public domain

**REFERATI PO GRUPACIJAMA
PAPERS BY GROUPS**

**GRUPACIJA TEHNIČKIH NAUKA
GROUP OF TECHNICAL SCIENCES**

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**ORGANIZACIJA INTERNACIONALNE LJETNE ŠKOLE
SA ASPEKTA MOBILNOSTI I CJEOŽIVOTNOG UČENJA**

**THE INTERNATIONAL SUMMER SCHOOL ORGANIZATION
FROM THE ASPECT OF MOBILITY AND LIFELONG LEARNING**

Sažetak

Najvažniji elementi Bolonjskog procesa su mobilnost studenata i nastavnika i cjeloživotno učenje. Jedan od načina razvoja ovih elemenata je i organizacija internacionalnih ljetnih škola koje su uobičajena praksa u Evropi i u svijetu. Ovdje ćemo predstaviti organizaciju internacionalne ljetne škole pod nazivom „Sarajevos Sommerschule der angewandten Mathematik in der Technik“ („Sarajevska ljetna škola primijenjene matematike u tehniči“), a koju zajedno organizuju Mašinski fakultet u Sarajevu, Prirodno-matematički fakultet u Sarajevu, Odsjek za matematiku i DAAD Alumni Bosne i Hercegovine. Ljetna škola će biti finansijski podržana od DAAD-a u okviru internacionalnog programa Go East. Pored interdisciplinarnih nastavno-naučnih sadržaja škola ima za cilj i promociju bosanske kulturne baštine, podsticanje druženja mladih iz Savezne Republike Njemačke i Bosne i Hercegovine, multikulturalnost i produbljivanje saradnje između Savezne Republike Njemačke i Bosne i Hercegovine na akademskoj razini. Značajan doprinos ove internacionalne škole biće i u priznavanju ECTS kredita ove škole na svim univerzitetima u Saveznoj Republici Njemačkoj.

Ključne riječi: internacionalna ljetna škola, Bolonjski proces, mobilnost nastavnika i studenata, cjeloživotno učenje

Abstract

The Bologna process' most important elements are the student and teacher mobility and lifelong learning. One way of developing these elements is organizing international summer schools, which are common practice in Europe and worldwide. Here we present the organization of international summer school entitled "Sarajevos Sommerschule der angewandten Mathematik in der Technik" ("Sarajevo Summer School of Applied Mathematics in Engineering"), which is jointly organized by: Faculty of Mechanical Engineering Sarajevo, Faculty of Science Sarajevo, Department of Mathematics and DAAD Alumni Bosnia and Herzegovina. The summer school will be financially supported by the DAAD in the framework of international programs Go East. In addition to interdisciplinary teaching and scientific content, this school's program aims to promote Bosnian cultural heritage, to encourage the socialization of young people from the Federal Republic of Germany and Bosnia and Herzegovina, multiculturalism, and deepening cooperation between the Federal Republic of Germany and Bosnia and

Herzegovina at the academic level. A significant contribution of this international school will be in recognition of ECTS credits of this school at all universities in the Federal Republic of Germany.

Key words: *international summer school, Bologna process, mobility of teachers and students, lifelong learning*

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ISKUSTVO U MOBILNOSTI STUDENATA NA ODSJEKU ZA GEODEZIJU

EXPERIENCE OF STUDENT MOBILITY AT THE DEPARTMENT OF GEODESY

Sažetak

U posljednjih nekoliko godina na Odsjeku za geodeziju pojavio se značajan broj zahtjeva studenata iz Republike Hrvatske da nastave studij geodezije na ovom odsjeku. Da bi im se dala mogućnost studiranja i sticanja diplome na I ciklusu studija geodezije, svaki zahtjev se morao rješavati pojedinačno. Republika Hrvatska i Bosna i Hercegovina su potpisnice Bolonjske deklaracije i trebalo bi da postoje uvjeti za neometanu mobilnost studenata s jednog univerziteta na drugi. Međutim, prilikom rješavanja zahtjeva studenata bilo je određenih problema koji su posljedica neusklađenosti nastavnih planova i programa I ciklusa studija geodezije na Geodetskom fakultetu Sveučilišta u Zagrebu i na Građevinskom fakultetu Univerziteta u Sarajevu. Neusklađenost se očitovala u sljedećem: razlike u nastavnom planu i programu (pojedinačni predmeti i njihov sadržaj), broj ECTS bodova koje pojedini predmeti nose i način ocjenjivanja studenata. Na kraju se postavilo pitanje šta je sadržaj dodatka diplomi za studente koji studij okončaju na Univerzitetu u Sarajevu. Nakon što smo u posljednje tri godine imali veliki broj zahtjeva, gdje se svaki slučaj morao rješavati pojedinačno (očekujemo da će tako biti i u narednom periodu), nameće se potreba usaglašavanja nastavnih planova i programa studija geodezije kako na regionalnom nivou tako i na prostoru cijele Europe. Na kraju, želimo istaći da je određen broj studenata iz Republike Hrvatske nakon završetka I ciklusa svoje obrazovanje nastavio na II ciklusu studija i na Geodetskom fakultetu Sveučilišta u Zagrebu ili na Odsjeku za geodeziju Građevinskog fakulteta Univerziteta u Sarajevu.

Ključne riječi: mobilnost studenata, nastavni planovi i programi, ECTS bodovi, dodatak diplomi

Abstract

In recent years, at the Department of Geodesy have appeared a significant number of requests of students from the Republic of Croatia to continue study of geodesy at this Department. To give them the option of studying and graduating on the first cycle of studies of geodesy, each request must be dealt individually. The Republic of Croatia and Bosnia and Herzegovina are signatories to the Bologna Declaration and should be conditions for the unimpeded mobility of students from one university to another. However, when addressing claims, students had certain problems, which are the result of imbalance in the curriculum of study at the Faculty of Geodesy University of Zagreb and at the Faculty of Civil Engineering, University of Sarajevo.

Incompatibility is manifested in the following: differences in the curriculum (individual items and their contents), the number of ECTS credits that carry certain items and the way of evaluation students. At the end it is obvious the question of the content of the Diploma Supplement to students who complete the study at the University of Sarajevo. In the last three years we had a large number of requests, and each case must be dealt individually. There is a need of harmonization of curriculum of study of geodesy at the regional level and in the area of whole Europe. The huge number of Croatian students (after the end first cycle of study) continued his education at the second cycle of study at the Faculty of Geodesy of University in Zagreb or at the Department of Geodesy, University of Sarajevo.

Key words: student mobility, curriculum of study, ECTS, Diploma Supplement

Elma Džanko

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**TEHNOLOŠKA PODRŠKA ZA AUTOMATIZACIJU PRAĆENJA USPJEŠNOSTI
OBRAZOVNOG PROCESA NA ELEKTROTEHNIČKOM FAKULTETU**

**TECHNOLOGY SUPPORT FOR AUTOMATED MONITORING OF EDUCATIONAL PROCESS
AT THE FACULTY OF ELECTRICAL ENGINEERING**

Sažetak

Značaj osiguranja kvaliteta univerzitetskog obrazovanja je u porastu i usmjeren je na sve aspekte obrazovnog procesa. U ovom radu su prikazane aktivnosti na poboljšanju upravljanja kvalitetom na ETF-u u Sarajevu primjenom naprednog veb-baziranog informacionog sistema. Sistem je projektovan sa ciljem da pomogne i olakša internu evaluaciju i zato je predviđeno da uključuje informacije relevantne za pisanje izvještaja o samoevaluaciji: podatke o nastavnom osoblju, o izvođenju nastavnih programa i predmeta i automatizaciji kontinuiranog praćenja uspješnosti studenata.

Abstract

Quality assurance in university education is of growing interest and it is now addressing all aspects of educational process. We are presenting some results of activities that aim to better quality management of all education aspects at Faculty of Electrical Engineering in Sarajevo through an advanced web-based information system. The system requirements are aimed to assist the evaluation process and shall include data relevant for the self-evaluation report drafting, more specifically: academic staff data, programmes and modules performance and automated continual students' study progress

Mr. Sanjin Albinović

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**IMPLEMENTACIJA BOLONJSKOG PROCESA I OSIGURANJE KVALITETA NASTAVE NA
ODSJEKU ZA SAOBRAĆAJNICE GRAĐEVINSKOG FAKULTETA**

**IMPLEMENTATION OF THE BOLOGNA PROCESS AND QUALITY ASSURANCE OF
TEACHING AT THE DEPARTMENT OF ROADS - FACULTY OF CIVIL ENGINEERING**

Sažetak

Na Odsjeku za saobraćajnice u periodu od školske 2005/06. (kad je uveden novi sistem studija na Građevinskom fakultetu u Sarajevu) pa do danas u toku je nastavni proces na sva tri ciklusa studija (bachelor, master i doktorski studij).

U ovom referatu će se dati kratak osvrt na tok tih studija, koji su faktori koji utiču na kvalitet nastave, kao i poteškoće koje su se pojavljivale u dosadašnjem radu.

Kroz SWOT analizu ukazat će na mogućnosti i ograničenja Odsjeka za saobraćajnice da osigura sve potrebne preduvjete za potpunu implementaciju Bolonjskog procesa i poboljšanja kvaliteta nastava u narednom periodu.

Ključne riječi: nastavni proces, kvalitet nastave, SWOT analiza

Abstract

At the Department of Roads in the period of 2005/06 (when it introduced a new system to study Civil Engineering in Sarajevo) and to this day, the teaching process has been ongoing at all three study cycles (Bachelor, Master and Doctoral). This report will give a brief overview of the course of these studies, which are factors that affect the quality of teaching, as well as the difficulties which have appeared in previous work. Through SWOT analysis, the possibilities and limitations of the Department of Roads will be indicated in order to ensure all necessary preconditions for the full implementation of the Bologna process as well as improvement of the teaching quality in the future.

Key words: teaching, teaching quality, a SWOT analysis.

**REFERATI PO GRUPACIJAMA
PAPERS BY GROUPS**

**GRUPACIJA PRIRODNO-MATEMATIČKIH I BIOTEHNIČKIH NAUKA
GROUP OF NATURAL AND MATHEMATIC AND BIOTECHNICAL SCIENCES**

Prof. dr. Esma Velagić-Habul

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**INDIKATORI KVALITETA NA VISOKOŠKOLSKIM INSTITUCIJAMA –
PRIMJER UNIVERZITETA U CORKU**

**QUALITY INDICATORS IN HIGHER EDUCATION INSTITUTIONS –
EXAMPLE: UNIVERSITY OF CORK**

Sažetak

Visokoškolske institucije (VŠI) u Bosni i Hercegovini (BiH) ne prepoznaju upravljanje kvalitetom kao proces unapređenja institucija jer ne raspolažu dovoljnim kapacitetima za taj proces. S tim u vezi, nedostatak jasno definisanih instrumenata ocjene kvaliteta i njihova neadekvatna primjena značajno umanjuju efikasnost razvoja institucije. Univerzitet u Corku spada među vodeće institucije u Irskoj u primjeni sistema kvaliteta. Upravo zbog toga treba predstaviti njihova iskustva (dobru praksu).

Abstract

B&H institutions of higher education still do not recognize the quality assurance as the process of institutional improvement, because there are not enough capacities for that process. In general, lack of very clear definition of quality assessment instruments as well as its everyday application significantly decreases possibility for the efficient institutional development. University of Cork is among the leading institutions in Ireland in this area. Therefore there is a good reason why their experience (good practice) should be presented.

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**KAKO POMOĆI STUDENTIMA DA POSTIGNU VEĆU EFIKASNOST UČENJA:
SLUČAJ DOPUNSKE NASTAVE I KONSULTACIJA IZ FIZIKE ZA STUDENTE KEMIJE**

**HELPING STUDENTS TO ACHIEVE GREATER EFFICIENCY IN LEARNING: THE CASE OF
ADDITIONAL INSTRUCTIONS AND CONSULTATIONS
IN PHYSICS FOR CHEMISTRY FRESHMEN**

Sažetak

Opća fizika je obavezan predmet u jednom ili dva semestra prema programu nekoliko studijskih usmjerenja na Univerzitetu u Sarajevu. Nastava iz opće fizike realizira se kroz predavanja, laboratorijske i računske (auditorne) vježbe. Fizika je predmet koji predstavlja poteškoću studentima prve godine da postignu dobre rezultate u učenju i polaganju ispita. U proteklih deset godina, prateći rezultate studenata prve godine studija kemije na Prirodno-matematičkom fakultetu Univerziteta u Sarajevu, može se evidentirati slaba prolaznost iz fizike općenito, posebno na prvom i drugom ispitnom roku. Studenti u predbolonjskom načinu studija u 50% slučajeva su imali prosječno pet izlazaka na ispit do pozitivnog ishoda. Prema bolonjskom modelu studija, u proteklih pet godina maksimalno 45% studenata jedne generacije je sa uspjehom polagalo ispite iz fizike, najčešće nakon trećeg popravnog ispita. Osim slabe prolaznosti može se uočiti i nedovoljno i slabo uzajamno integriranje znanja iz predmeta Opća kemija i Fizika, koji su praktično osnova studija kemije. U ovom radu su prikazani rezultati istraživanja nastave fizike, provedenog sa studentima prve godine kemije, u toku zimskog semestra akademске 2010/2011. godine na Prirodno-matematičkom fakultetu u Sarajevu. U istraživanju je sudjelovala grupa od 135 studenata s ciljem da se nađu moguća rješenja koja bi vodila ka većoj efikasnosti učenja i da se pomogne studentima da ostvare pozitivan ishod učenja, sa manjim brojem izlazaka na ispite. Dizajn scenarija, ne samo da studenti uspješno polože ispit, nego i da steknu upotrebljiva znanja, zasnovan je na postojećim institucionalnim rješenjima. Primjena dva takva rješenja dovela je do efikasne pomoći studentima spomenute generacije. Dopunska nastava je bila jedno rješenje koje je dovelo je do puno boljih rezultata sa dobrom disperzijom ocjena, a utemeljena je u odredbi Zakona o visokom obrazovanju, koji se primjenjuje u Kantonu Sarajevo. Intenzivnije korištenje individualnih i grupnih konsultacija, kao obvezan oblik rada nastavnog osoblja sa studentima, bilo je drugo primjenjeno rješenje. Prolaznost iz fizike, nakon ovako implementirane pomoći studentima, iznosila je 51% nakon prvog popravnog ispitnog roka, što se u posljednjoj dekadi nije događalo.

Ključne riječi: dopunska nastava, istraživanje nastave fizike, konsultacije, pomoći studentima, univerzitetska nastava fizike

Abstract

General Physics is a required subject in the curricula of several departments at the University of Sarajevo. Physics instructions are conducted in three parts through lectures, laboratory and problem solving exercises. It is difficult for first year students to achieve good results in learning and passing exams in Physics. Chemistry freshmen results show poor success in physics education in general at the Faculty of Natural Sciences and Mathematics, especially in the first and second examination period. Students in the pre-Bologna model of study in 50% of cases had an average of five attempts before a positive outcome of taking the exam. According to the Bologna model of study, in the past five years, maximum 45% of students from one generation achieved the success of exams in physics, usually after the third exam turn. In addition to poor passing, little integration of achieved knowledge in physics is observed. This is particularly evident in the mutual integration of knowledge in general chemistry and physics, which are considered to be fundamental in the chosen study. This paper presents the results of physics education research that was conducted with chemistry freshmen during the winter semester in 2010/2011 academic year, at the Faculty of Natural Science and Mathematics in Sarajevo. The study involved a group of 135 students, in order to find possible solutions that would lead to greater efficiency of learning, and solutions, such as to assist students to achieve positive learning outcomes, with fewer attempts in passing the exam. Design scenarios to help students, not just to pass the exams but also to gain useful knowledge in physics, based on existing institutional arrangements, and aimed to be fully implemented. The implementation of two such solutions led to the effective assistance for mentioned generation. Additional classes are one solution, which has led to much better results with good dispersion of grades, and it is based in the Law on Higher Education, which is used in the Canton of Sarajevo. Intensive use of individual and group consultations, as an obligatory form of faculty with students was applied as another solution. After such kind of help to students implemented in such way brought to 51% successful exams in physics classes, after the first repeated exam turn, which in the last decade has never happened.

Key words: additional instructions, consultations, helping students, physics education research, university teaching physics.

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**FOPER – NOVA DIMENZIJA VISOKOŠKOLSKOG OBRAZOVANJA
U ŠUMARSTVU SEE REGIONA**

**FOPER – A SEE REGION'S NEW DIMENSION OF HIGHER EDUCATION
IN THE AREA OF FORESTRY**

Sažetak

Zemlje Jugoistočne Evrope imaju respektabilnu tradiciju kad je u pitanju biološko-tehnički aspekt visokoškolskog obrazovanja u šumarstvu. S druge strane, evidentan je nedostatak naučnih i profesionalnih kapaciteta iz područja šumarske politike, ekonomike, organizacije, menadžmenta i legislative. Taj nedostatak, kao i potreba za obrazovanjem stručnjaka koji će biti spremni ponuditi adekvatna političko-ekonomska rješenja u odnosu na promjenjive zahtjeve društva prema šumi, prepoznata je Vlade Finske kroz finansiranje projekta FOPER. Cilj ovog projekta je jačanje edukacionih i istraživačkih kapaciteta iz oblasti šumarske politike i ekonomike u regionu zapadnog Balkana. Na temelju ove podrške pokrenut je i još uvijek traje FOPER projekat – jedan od najrazvijenijih projekata saradnje u oblasti visokog obrazovanja i istraživanja u regionu zapadnog Balkana. FOPER master program iz oblasti šumarske politike i ekonomike je jedini zajednički program obrazovanja u oblasti šumarstva u ovom dijelu Evrope koji se izvodi u cijelosti na engleskom jeziku i koji, uključujući najnovija naučna i stručna saznanja iz oblasti šumarske politike i ekonomike, predstavlja po mnogo čemu specifičan program studija. Studenti tokom studija stiču potpuno nova stručna i naučna iskustva uz primjenu inovativnih didaktičkih pristupa. Master program iz oblasti šumarske politike i ekonomike se realizuje na dva univerziteta (Sarajevo i Beograd), po blok-sistemu izvođenja nastave, uz primjenu "twinning" i "soft tutoring" koncepta, u malim grupama, uz učešće eminentnih svjetskih i regionalnih predavača, značajnu zastupljenost terenske nastave i ekskurzija, te najsavremenije metode i sredstva za izvođenje nastavnog procesa. Posebnu specifičnost ovog studijskog programa predstavlja uključenost studenata u naučno-istraživačke projekte, što rezultira potrebnim nivoom sinergije između obrazovanja i istraživanja, te teorije i prakse. U ovom radu će biti prikazane navedene specifičnosti FOPER master program iz oblasti šumarske politike i ekonomike, sa posebnim naglaskom na ekspertna znanja koja studenti stiču tokom studija i koja im omogućavaju stručno osposobljavanje,

kompetentnost i konkurentnost za obavljanje široke lepezu poslova vezanih za održivo upravljanje i gospodarenje šumama i ostalim prirodnim resursima.

Ključne riječi: FOPER, master program, šumarska politika i ekonomika, Bolonjski proces

Abstract

Southeastern European countries have a respectable tradition concerning the biological and technical aspects of higher education in the area of forestry. On the other hand, there is evident a lack of scientific and professional capacities in the field of forestry policy, economy, organization, management and legislation. That deficiency, as well as the need for professionals who would be willing to offer an adequate political and economic solutions, in relation to the changing demands of society towards the forest, has been recognized by the Government of Finland through the FOPER's project funding. The aim of this project is strengthening educational and research capacity in the area of forest policy and economics in the Western Balkans region. On the basis of this support, the FOPER project has been launched, and still going, - one of the most advanced projects cooperation in higher education and research in the Western Balkans. The FOPER Master program, in the sector of forest policy and economics is the only joint programme of education in the field of forestry in this part of Europe, which is entirely conducted in English, having there included the cutting edge scientific and technical knowledge in the sector of forest policy and economics, is in many ways a specific program studies. During their studding, students are gaining a completely new technical and scientific experience along with the application of innovative didactic approaches. The Master programme in the sector of forest policy and economics will be implemented at two universities (Sarajevo and Belgrade), utilizing the block system teaching, implementing the "twinning" and "soft" tutoring" concepts in small groups, with the participation of eminent international and regional lecturers, and with significant portion of field work and excursions, and the latest methods and tools for the conducting of teaching process. This programme's special feature represents the involvement of students in scientific and research projects resulting in the necessary level of synergy between the education and research, theory and practice. This paper will present the above said peculiarities of the FOPER Master programme in the sector of forest policy and economics, with special emphasis on expert knowledge that students acquire during their studies and which are providing them professional training, competence and competitiveness to conduct a wide range of tasks related to the sustainable forests and other natural resources managing.

Key words: FOPER, Master programme, the policy and economic of forestry, Bologna Process

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**KONCEPTUALNE POTEŠKOĆE I NAČINI RJEŠAVANJA UOČENIH PROBLEMA STUDENATA
KEMIJE NA PRIRODNO-MATEMATIČKOM FAKULTETU**

**CONCEPTUAL DIFFICULTIES AND MODELS OF SOLVING SEEN PROBLEMS WITH THE
CHEMISTRY STUDENTS AT THE FACULTY OF NATURAL SCIENCES AND MATHEMATICS**

Sažetak

Moderna civilizacija nesumnjivo je utemeljena na prirodnim znanostima, tako da integriranje znanja studenata, budućih znanstvenika i nastavnika, stečenog u nastavi različitih nastavnih predmeta iz prirodnih znanosti, ima vrlo važnu ulogu. Da bi se uvidjelo u kojoj mjeri studenti integriraju znanja iz kemije i fizike, akademске 2009/2010. godine pokrenuto je istraživanje na Prirodno-matematičkom fakultetu u Sarajevu, čiji su prvi rezultati prezentirani na IV savjetovanju o primjeni bolonjskih principa na Univerzitetu u Sarajevu. Istraživanje je nastavljeno iste akademске godine, inicirano problemima koji su se pokazali, ne kao individualizirani problemi studenata nego kao problemi gotovo cijele spomenute generacije, ali i ranijih generacija studenata kemije. Razlozi za uočene probleme su različitost nastavnih programa i broja godina učenja kemije i fizike u srednjoj školi, zatim slabija zainteresiranost za studij (samo za 40% studenata ovaj studij bio je prvi izbor), a naročito nedostatak razvijenih koncepcata iz kemije i fizike koji potiču još iz osnovne škole. Prisutne poteškoće studenata su rezultirale u nedovoljnoj prolaznosti na redovnim testovima i završnom ispitu, kao i slabim rezultatima na testovima, provedenim u sklopu ovog istraživanja. Rezultati istraživanja pokazuju da studenti ne posjeduju dovoljno prethodnih znanja za aktivno sudjelovanje u nastavnom procesu na fakultetu, a prema usvojenom programu predmeta na prvoj godini studija. Uvidom u sadržaj konkretnih poteškoća studenata učinjene su i neke metodičke promjene u nastavi opće fizike i opće kemije. U ovom radu su prikazani značajniji rezultati poduzetih mjera za prevaziđanje poteškoća s kojima se sreću studenti na prvoj godini studija kemije i prijedlozi mogućih rješenja. Posebno je istaknuta okolnost da u bosanskohercegovačkom obrazovnom sistemu nema adekvatnih i strogo propisanih standarda, a ako postoje u okviru nastavnih programa, takvi standardi su neujednačeni i nedovoljno primjenjeni u usporedbi sa postojećim obrazovnim standardima zemalja u regiji, a naročito u svijetu. Definiranje obavezujućih obrazovnih standarda uopće, a posebno za prirodne nauke, dovelo bi do bolje selekcije studenata koji upisuju takve studije.

Ključne riječi: integriranje znanja, istraživanje nastave kemije i fizike, obrazovni standardi, prethodna znanja iz kemije i fizike, rezultati istraživanja

Abstract

Without any doubt, modern civilization is based on natural sciences, so that the integration of students' knowledge, future scientists and teachers, gained in teaching different subjects in natural sciences, plays a very important role. In order to understand the extent to which students are integrating knowledge from chemistry and physics, in academic 2009/2010 year, research at the of Faculty of Natural Sciences and Mathematics, Sarajevo, we launched whose first results were presented at the Fourth Symposium on the Application of the Bologna Principles at the University of Sarajevo. Research was continued the same academic year, initiated by problems that proved, not as problems of individual students but rather as the problems of almost all the aforementioned generation, and problems of earlier generations of chemistry students as well. The reasons for the problems are diversity of curricula and the number of years for learning chemistry and physics in high school, then less interest in the study (only for 40% of students this study was their first choice), and in particular the lack of advanced concepts in chemistry and physics that originate from elementary school. Present difficulties that students have result in a lack of passing in the regular tests and final exam, as well as poor performance on tests, conducted as a part of this research. The results show that students do not have enough previous knowledge to actively participate in the learning process at faculty, and in accordance with the adopted programme for the first year of study. After examining the contents of difficulties causing specific problems to students, some methodological changes in teaching general physics and general chemistry have been made. This paper presents important results of the measures taken to overcome the difficulties encountered with the first year chemistry students, and suggests possible solutions. particularly highlighted is the fact that WITHIN the Bosnian education system there is not enough adequate and strict regulatory standards, and if there are some within the curriculum, such standards are uneven and poorly implemented when comparing with the existing educational standards in the region, especially in the world. Defining the binding educational standards in general, specifically for natural sciences, would lead to a better selection of students enrolling such studies.

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Doc. dr. Adisa Parić

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Renata Bešta

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**KOMPARATIVNA ANALIZA MAGISTARSKOG STUDIJA PREDBOLONJSKOG I
BOLONJSKOG PROCESA NA ODSJEKU ZA BIOLOGIJU
PRIRODNO-MATEMATIČKOG FAKULTETA**

**COMPARATIVE ANALYSIS OF MA STUDIES PRIOR TO THE BOLOGNA AND OF THE
BOLOGNA PROCESS AT THE DEPARTMENT OF BIOLOGY,
FACULTY OF NATURAL SCIENCES AND MATHEMATICS**

Sažetak

Specifičnost studija na Odsjeku za biologiju na Prirodno-matematičkom fakultetu u Sarajevu ogleda se u velikom broju sati praktične nastave koja se izvodi na svim predmetima. Praktična nastava, koja obuhvata kako terenski tako i laboratorijski rad, zahtijeva velike materijalne izdatke (opremanje laboratorija i hemikalije) kako bi se održao neophodan kvalitet studija. Ovo je ujedno i najveća poteškoća pri težnji da se zadovolje osnovni kriteriji koje propisuju evropski standardi. U svjetlu spomenutih poteškoća u radu je izvršena uporedna analiza strukture, sadržaja, prosječne dužine trajanja i načina izvođenja nastave na postdiplomskom studiju predbolonjskog i Bolonjskog procesa. Na osnovu studiranih parametara, u toku višegodišnjeg iskustva na postdiplomskom studiju predbolonjskog procesa i trogodišnjih iskustava na II ciklusu prema Bolonjskom procesu u radu su naglašeni mogući pravci poboljšavanja nastave i postizanje evropskih standarda.

Abstract

The studding peculiarity at the Department of Biology of Faculty of Natural Sciences and Mathematics in Sarajevo is reflected in a number of hours of practical exercises that are being conducted in all subjects. Practical training, which includes both field and laboratory work, requires large financial expenditures (laboratory equipment and chemicals) in order to maintain the necessary quality of studies. This is also the greatest difficulties in striving to meet the basic criteria prescribed by European standards. In the light of these aforementioned difficulties, the paper is presenting the conducted comparative analysis of the structure, content, average duration and modes of teaching at the post-graduate level prior to the Bologna, and during the Bologna Process. Using the observed parameters as a basis, during the years of experience in postgraduate pre-Bologna process and three years of experience on the Bologna Process' the second cycle, the paper is making an emphasis on possible directions for improving the teaching and European standards meeting.

Adnan Isajbegović, student

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MOGUĆNOSTI I KORACI BUDUĆE PRIMJENE BOLONJSKE DEKLARACIJE

POSSIBILITIES AND FUTURE STEPS OF IMPLEMENTING THE BOLOGNA DECLARATION

Sažetak

Rad se prvenstveno bavi nekim bitnjim tumačenjima Bolonjske deklaracije koja su bitna za naš sistem obrazovanja i našu reformu. Naglašava se potreba za mijenjanjem pravca reforme, za usklađivanjem sa bolonjskim principima, kao i potreba praćenja nekoliko dokumenata u vezi sa Bolonjskom deklaracijom, prvenstveno sa „Evropskim standardom za kvalitet obrazovanja“. Navode se neki konkretniji primjeri grešaka i uspjeha reformi obrazovanja u svijetu, te šta Bosna i Hercegovina mora naučiti iz tih reformi.

Naglašavaju se najveće greške dosadašnje reforme u našoj zemlji, počev od različitih pristupa po pojedinim organizacionim jedinicama, te posljedice takvog pristupa. Navodi se nekoliko bitnijih segmenta koje treba provesti kroz reformu u cilju stvaranja kvalitetnog obrazovanja, poput mobilnosti studenata i profesora, usklađivanje sa tržištem rada, povećanja standarda života studenata, postizanje evropskog kvaliteta obrazovanja, jačanje doktorskih studija itd. Istiće se i potreba za aktivnijim učešćem studenata u reformama, kao i na pojedinim segmentima rada matičnih visokoškolskih ustanova i univerziteta, što je i naglašeno Bolonjskom deklaracijom.

Abstract

The paper primarily deals with some more important interpretations of the Bologna Declaration, which are essential for our education system and its reforming. It emphasizes the need for changing the direction of reform, to comply with the Bologna principles, and the need for taking in note several documents concerning the Bologna Declaration, like "The European Standards and Guidelines for Quality Assurance". It gives concrete examples of mistakes and successes in education reform in the world, and what Bosnia and Herzegovina must learn from these examples.

The paper highlights the grossest mistakes of current reform in our country, like different approaches by individual organizational units, and the consequences of such approach. It specifies some important segments that must be implemented through the reforms, aiming at creating a quality education, such as the mobility of students and professors, to comply to the labor market demands, increasing standards of living of students, the achievement of European education level, strengthening of doctoral studies, etc. The paper points out the need for more active participation of students in the reforms, as well as certain segments of faculties and universities, which is outlined in Bologna Declaration.

Fatima Štrbo, student

Lejla Sabljica, student

Prirodno-matematički fakultet / Faculty of Natural Sciences and Mathematics

**PERSPEKTIVE HEMIJE U OBRAZOVANJU: PROBLEM IZBORA NASTAVNIČKOG POZIVA
NA PRIRODNO-MATEMATIČKOM FAKULTETU**

**EDUCATIONAL PERSPECTIVES OF CHEMISTRY: THE PROBLEM OF SELECTING
CHEMISTRY TEACHING AT THE FACULTY OF NATURAL SCIENCES AND MATHEMATICS**

Sažetak

Nastavnički poziv po svojoj prirodi uteziraju dva osnovna životna principa, sublimirana u dvije riječi: dobro i znanje. To su temeljne vrijednosti koje treba da njeguje svaki obrazovni sistem, koji predstavlja temelj uspješnosti svakog društva. U bosanskohercegovačkim sistemima vlasti obrazovanje je gotovo marginalizirano, što se odražava i na izbor nastavnika kao buduće profesije među mladim ljudima. Smanjen broj studenata koji ostaju na nastavničkom smjeru studija hemije u posljednjih nekoliko godina je evidentan na Prirodno-matematičkom fakultetu Univerziteta u Sarajevu. To potvrđuje činjenica da su trenutno na trećoj i četvrtoj godini studija hemije nastavničkog smjera samo tri studentice. Ovakav trend osipanja broja studenata koji završavaju nastavnički studij hemije prisutan je već duže vrijeme. Za pet godina implementacije bolonjskog modela studija niti jedan redovni student još uvijek nije promoviran kao budući nastavnički kadar iz područja hemije. To je bio povod da se istraže mogući uzroci ovako izuzetno slabog interesa za nastavnički poziv. Inicijativu je pokrenula Grupa za istraživanje nastave hemije i fizike, koja djeluje na Prirodno-matematičkom fakultetu Univerziteta u Sarajevu, s ciljem da se istraži pojava krize izbora nastavničkog poziva. Dobijeni su prvi rezultati ovog početnog istraživanja među studentima. Smatramo da kompleksnost ovog fenomena treba da bude predmet institucionalnog istraživanja, ali i na ovaj način dobijeni rezultati potvrđuju da kriza izbora nastavničkog poziva u slučaju hemije postoji. U ovom radu su prikazani statistički pokazatelji, predstavljeni neki stavovi pojedinaca koji nakon prve i druge godine studija u oko 90% slučajeva mijenjaju smjer studija iz nastavničkog u opći, kao i vizija mogućih rješenja ove krize u izboru nastavničkog studija hemije.

Ključne riječi: istraživanje nastave hemije, izbor nastavničkog poziva, profesionalni izbor, stavovi studenata, studij hemije

Abstract

The teaching call by its very nature establishes two basic life principles, sublimated in two words: good and knowledge. These are fundamental values that should be nurtured by every educational system, which is the foundation of the success of any society. In the BH education systems knowledge is virtually marginalized, which reflects in the

choice of teaching as the future bread earning profession among younger generations. in recent years Decreased number of students who remain at the Department for Studies of Chemistry Teaching at the Faculty of Natural Sciences and MAthematics, University of Sarajevo is evident the Faculty of Science University of Sarajevo. This confirms the fact that only three students are currently enrolled in the third and fourth year of Department for Studies of Chemistry Teaching. This student trend of gradual quitting the Department for Teaching Chemistry is present for a long time. For five years of the Bologna Study Model implementing no a single full-time student has not been promoted yet as a future teaching staff in the area of chemistry. This was an occasion for exploring the possible causes of such extremely low interest in the teachers' profession. The initiative was launched by the Group for Researchiung the Chemistry and Physics Teaching, which operates at the Faculty of NAtural Sciences and Mathematics, University of Sarajevo, in order to investigate the crisis of selecting a teacher call as profession. The first results of this initial research among the students are acquried. We are certain that the complexity of this phenomenon should be made a subject of institutional research, and in this way the results obtained confirm the existence of crisis in case of selecting the chemistry teaching as professional call. This paper presents statistical indicators, having presented some of the attitudes of individuals who, after the first and second year students in about 90% of cases are changing the direction of studies from the chemistry teaching to general, as well as the vision of possible solutions to this crisis regarding the choice of chemistry teaching studies.

Key words: researching the chemistry teaching , the choice of teaching call, a professional choice, student attitudes, the study of chemistry

**REFERATI PO GRUPACIJAMA
PAPERS BY GROUPS**

**GRUPACIJA UMJETNOSTI
GROUP OF ARTS**

Prof. dr. Ivan Čavlović, dekan / Dean
Muzička akademija / Musical Academy

**ISTRAŽIVANJE U UMJETNOSTI I BUDUĆNOST BOLONJSKOG PROCESA NA
UMJETNIČKIM AKADEMIJAMA UNIVERZITETA U SARAJEVU**

**ART RESEARCH AND THE FUTURE OF BOLOGNA PROCESS AT THE ART ACADEMIES,
UNIVERSITY OF SARAJEVO**

Sažetak

Istraživanje umjetnosti i istraživanje u umjetnosti (ili umjetničko istraživanje) su dva različita područja djelovanja. Prvi se tiče muzikologije, teorije umjetnosti, historije umjetnosti i sl. kao nauka koje istražuju historijsko-sistematske i primijenjene aspekte umjetnosti, a drugo područje je istraživanje u umjetnosti ili umjetničko istraživanje koje je konceptualno-strukturalnog karaktera kroz interakciju umjetničkih praksi i naučnih refleksija.

Istraživanje u umjetnosti/umjetničko istraživanje u muzici kao konkretan rad počiva na dva fundamentalna pojma muzičke umjetnosti: muzički događaj i muzički doživljaj. Istraživanje složene veze između muzičkog događaja i doživljaja se obavlja protokolima, procedurama i efektima. Idealan spoj umjetničkih protokola, procedura i efekata omogućava institucionaliziranje istraživanja u umjetnosti kroz doktoralne studije na umjetničkim akademijama odnosno Muzičkoj akademiji u Sarajevu.

Abstract

Art research or researching in the art (or artistic research) are two different areas of operating. The first one is dealing with musicology, theory of art, art history etc, as sciences that are researching the historically- systematic and applied aspects of art, while the second area is research in the art, or artistic research that has a conceptually- structural character through the interacting between artistic practices and scientific reflections.

Research in the arts / artistic research in music as a concrete work rest on two fundamental concept of musical arts: the musical events and musical experience. The study of complex relationships between musical events and experiences is performing via protocols, procedures and effects. An ideal blend of art protocols, procedures and effects enables the institutionalization of research in the arts through doctoral studies at art academies, and the Musical Academy in Sarajevo respectively.

Prof. Amra Zulfikarpašić

Akademija likovnih umjetnosti / Academy of Fine Arts

**KAKO BITI KONKURENTNI
NA EVROPSKOM TRŽIŠTU ZNANJA I UMJETNOSTI**

**HOW TO ACHIEVE COMPETITIVENESS
AT THE EUROPEAN KNOWLEDGE AND ARTS MARKET**

Sažetak

Kvalitet obrazovanja oduvijek je bio naš osnovni kriterij koji smo uspostavili još od osnivanja naše Akademije likovnih umjetnosti. Uvođenje bolonjskog programa smatramo dobrom i kvalitetnim rješenjem jer, kao prvo, zahtjeva konstantnost u radu i prisustvo na predavanjima i vježbama od početka do kraja studija, što je za umjetničke studije, u kojim preovladava istraživanje kroz praktični rad, od primarne važnosti. Koliko su se stekli infrastrukturni uvjeti za odvijanje kvalitetne nastave na Akademiji likovnih umjetnosti, pitanje je koje se samo nameće.

Jedan od faktora koji doprinosi kvalitetu obrazovnog sistema na našoj akademiji odnosno Grupaciji umjetnosti trebao bi biti mobilnost studenata koja, osim što doprinosi razvoju pojedinaca kroz razmjenu informacija i uporedbu kvaliteta, podstiče uspostavljanje viših standarda. Nasuprot tome, nameće se pitanje koliko je moguće u našim uvjetima ravnopravno se uključiti u stvaranje tog zajedničkog evropskog prostora visokog obrazovanja i kako potaknuti lakšu mobilnost studenata. Šta za buduće likovne umjetnike, koji su, uzgred rečeno, prije par mjeseci dobili viznu olakšicu, znači mobilnost i da li socijalna dimenzija značajno utiče na njihovo uključivanje u taj uporedivi, kompatibilni i koherenti sistem visokoga obrazovanja unutar evropskoga prostora?

Kakvu kadrovsku politiku zahtjeva Bolonjski proces? Da li umjesto uspješnih kolega i iskusnih umjetnika (mnogih s međunarodnom umjetničkom karijerom, ali bez doktorata), zapošljavamo samo one koji su završili doktorski studij, bez obaveze izvrsnosti umjetničke prakse i da li će to drastično i katastrofalno unazaditi kvalitet nastavnog kadra. Kako naći model po kojem se nastavnicima Akademije likovnih umjetnosti u umjetničko-nastavnim zvanjima omogućava stjecanje doktorata, ukoliko to bude neophodno.

Studenti treba da ravnopravno i u većem broju do sada sudjeluju u provođenju reforme visokog školstva ne samo kroz sistem ocjenjivanja profesora i ustanove, nego i kroz aktivno sudjelovanja u radu odsjeka, fakultetskih vijeća i Senata Univerziteta.

Teškoće s kojima je suočena Akademija likovnih umjetnosti nisu specifičnost naše ustanove i neupitno je da je implementaciju prve faze Bolonjskog procesa prvenstveno iznio entuzijazam nastavnika i drugih saradnika u radnom procesu. Mnoge zemlje bore se između potrebe i očekivanja za prilagođavanjem i želje za očuvanjem postojećeg stanja, a najčešći argument pri tome je želja za očuvanjem dobrih strana nacionalnih obrazovnih sistema. Mnoge dileme koje ima Bosna i Hercegovina nisu razriješene ni u Evropi.

Abstract

The quality of education has always been our basic criterion, set since the founding of our Academy of Fine Arts. The introducing of curricula in accordance with Bologna we consider being a good and quality solution, because they demand constancy in the working activities and attending lectures and practical classes from the beginning to the end of studies, which is for arts studies, in which prevails research through practical activities, primarily important. The question concerning the infrastructural conditions for having quality teaching at the Academy of Fine Arts is imposing itself.

The student mobility, in addition to contributing to development of individuals through information exchange and comparison of quality, should be a contributing factor to the quality level of our educational system, the Academic Council of Arts Group respectively, urges the setting of higher criteria. Opposing to that, the question that is being imposed is: up to which level it possible to participate, bearing in mind our conditions, in the creating of that joint European Higher Education Area, and how to stimulate smoother student mobility. What does mean for future artists, who by the way a couple month ago got visa liberalization, the mobility and whether social dimension notably is producing any impact at their involving in that comparable, compatible and coherent system of higher education within the European Area?

What kind of administrative policy Bologna Process demands? Do we employ only, instead of successful colleagues and experienced artist (many of them with international artistic careers, but without PhD) those who graduated doctoral studies, without obligatory excellence of artistic practice and will it drastically and catastrophically downgrade the teaching personnel's quality? How to find a model that will allow teachers from the Academy, in artistic-teaching tenures, acquiring a PhD, if it turns to be necessary.

Students should, equally and as many as possible up to now, participate in higher education reforming process's implementation, not only through the professor and institution assessment system, but through active participating in the operating of Departments, Faculty Councils and university Senates, as well.

The difficulties that are facing the Academy of Fine Arts are not the peculiarity of our institution, and it is unquestionable that the first stage of Bologna Process's implementation was carried out on shoulders of the enthusiasm of teachers and other associates who are participating in the workflow. Many countries are struggling between the need and expectations for adjustment and the wish to preserve status quo, whilst the fiercest argument is a wish to preserve good sides of national systems of education. Many dilemmas that Bosnia and Herzegovina has are not solved even in Europe.

Dragan Komadina

Akademija scenskih umjetnosti / Academy of Performing Arts

**RAZVOJ SUSTAVA ZA UPRAVLJANJE KVALITETOM
NA AKADEMIJI SCENSKIH UMJETNOSTI / ČIN TREĆI**

**INTRODUCTION OF THE QUALITY MANAGEMENT SYSTEM
AT THE ACADEMY OF PERFORMING ARTS / ACT THREE**

Sažetak

Akademija scenskih umjetnosti (ASU) u Sarajevu vodeća je institucija u kreiranju i širenju znanja s područja izvedbenih umjetnosti u Bosni i Hercegovini. U izgradnji Akademije scenskih umjetnosti kao regionalno prepoznatljive institucije iznimnih umjetničko-istraživačkih rezultata, učinkovitog transfera znanja i vještina, otvorenoj za nove ideje, inicijative i stremljenja, ravnopravno sudjeluju sva tri njena odsjeka (Gluma, Režija i Dramaturgija, kojima se od ove akademske godine pridružio i Odsjek za produkciju). Cilj ovog rada jeste prikazati najzanimljivije faze kroz koje je Akademija scenskih umjetnosti prolazila u trećoj godini primjene Bolonjskog procesa s posebnim osvrtom na pozornost i trud koji se ulaže u odgovarajuću potporu i prilagodbu procesima osiguranja kvaliteta na ovoj visokoškolskoj instituciji.

Abstract

Academy of Performing Arts (ASU) Sarajevo is the leading institution in creating and spreading knowledge in the field of performing arts in B&H. All of its three departments (Departments of Acting, Directing and Dramaturgy, and the Department of Production, which started this year) equally participate in making the Academy an institution recognized in the region as having outstanding results in arts and research, efficient transfer of knowledge and skills, open to new ideas, initiatives and pursuits. The purpose of this paper is to show the most interesting stages the Academy went through during the third year of Bologna Process' application, with particular emphasis on the intention given and efforts made in securing the appropriate support and adjustment to the quality assurance process at this university-level institution.

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**POTREBA ZA OSNIVANJEM STUDENTSKOG SAVJETOVALIŠTA
U SVRHU POMOĆI STUDENTIMA**

**FOUNDING A STUDENT CONNSELING WITH AIM
TO HELP STUDENTS WAS A NECESSITY**

Sažetak

Reforma visokog obrazovanja počela je u BiH 2003. godine. „Bolonja“ je ušla kroz širom otvorena vrata, uglavnom da bi se našla na marginama dokumenata i diploma. Pri implementaciji „Bolonje“ u BiH kao da nisu uzeti u obzir studenti i cijelom tom procesu nedostaje organ koji bi im olakšao razumijevanje čitavog procesa i što lakše participiranje studenata u tom sistemu. Zbog toga postoji potreba za osnivanjem studentskog savjetovališta, koje bi bilo na usluzi studentima ne samo u ostvarivanju njihovih prava, nego i njihovom snalaženju u sistemu i pomoći pri isticanju njihovih najboljih kvaliteta. „Bolonja“ potiče aktivno učešće studenata, kao i redovan rad i omogućuje udruživanje studenata.

Studentsko savjetovalište zamišljeno je kao udruženje studenata-volontera koji pomažu jedni drugima na raznim poljima. Studenti-volontери bi vodili radionice u kojima bi pravo učešća imali svi studenti koji imaju problem. Neke od radionica bile bi:

- izrada kognitivnih mapa,
- razvoj komunikacijskih vještina,
- savladavanje straha,
- studentski volontarizam, te
- student-mentor.

Studentsko savjetovalište je samo jedna od mogućnosti pomoći studentima u njihovom suočavanju sa problemima na koje nailaze. Studentsko savjetovalište imalo bi za cilj pomoći studentu da ne bude samo broj u nizu, nego da, doista, istakne sve svoje kvalitete i iskoristi brojne mogućnosti koje mu „Bolonja“ pruža.

Abstract

Reform of higher education in BiH started in 2003. The Bolobna system of Education was welcome, but very soon, its significance was put on the margin of interest, while implementing the Bologna system of Education in BiH, students' interests were not considered, and there was a necessity for aim institution that would help students understand the new system. Therefore, there was the necessity a students' counseling that wanted be at students' service whole pointing at their legal rights as well as highlighting their best qualities. The Bolobna system of Education makes students become active participant and enables to work constantley.

Students' counseling is created as the association of students – volunteers helping other students in various aspects. Students – volunteers would manage the workshops, where all the students with problems would be able to participate. Some of the workshops would include:

- *Making of cognitive maps*
- *Development of communication skills*
- *Overcoming the fear*
- *Student volunteerism*
- *Student – mentor*

Student counseling is only one of the possibilities of helping students while facing their problems. Student counseling would help student to highlight their qualities and utilise numerous possibilities that the Bologna system of Education has to offer.

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