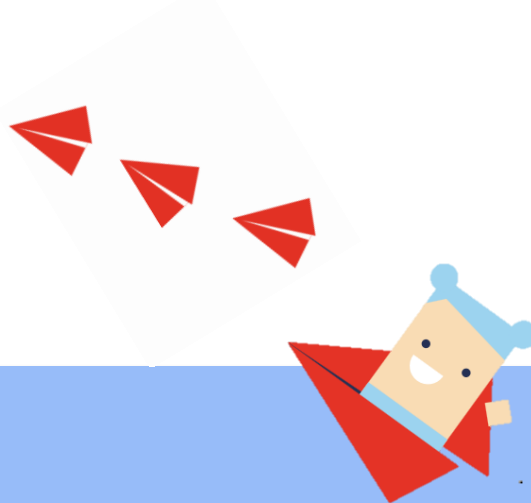

International Scientific Conference

Internationalisation Enhancing Quality of Learning and Teaching



Conference Abstracts

Brdo pri Kranju, 2 March 2018

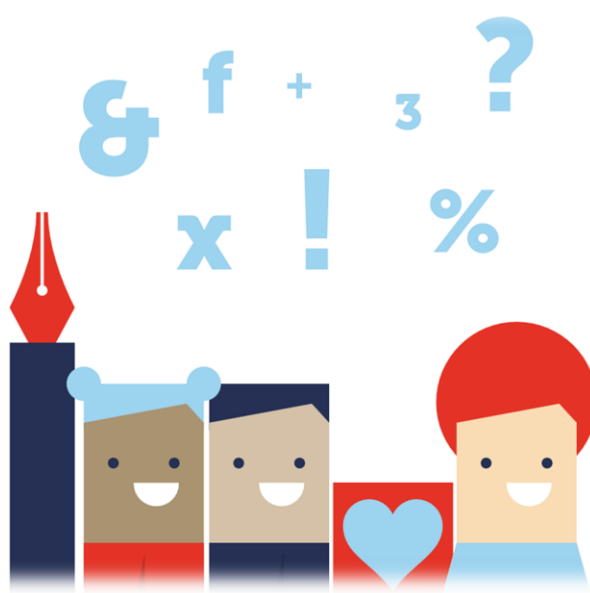
International Scientific Conference:
Internationalisation Enhancing Quality of Learning and Teaching

Brdo pri Kranju, 2 March 2018

The project has been funded with support from the European Commission and the Ministry of Education, Science and Sport. Abstracts reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Dear conference participants,

Increasingly, our intercultural world requires individuals, who are ethical and responsible citizens that appreciate the intertwining between local, national, international and global dimensions. Various international activities influence the quality of education at individual, programme, institutional, national and international level. In this context, internationalization is the means and the driving force of change, improvements and innovations, it is the path to create skills required for the 21st century and a knowledge-based society. However, when dealing with global and intercultural issues, a number of challenges need to be addressed, especially in the light of quality of learning and teaching, which is one of the main topics of higher education consultations and policies in the European Higher Education Area (EHEA) in recent years.

In Slovenia, as well as in other Central and Eastern European (CEE) countries the emphasis of internationalisation has traditionally been on mobility, while only a minority of students and staff are mobile and only a limited number of international staff is employed at our institutions. Consequently, purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within the domestic learning environments¹ can only be achieved by focusing on teaching and learning processes within vertically aligned curriculum from preschool to higher education.

In this context, this year's conference addresses various concepts of internationalisation at home and internationalisation of the curriculum. Presentations include topics such as: internationalisation policies and strategies at national and institutional level, impact of student and staff mobility on the quality of learning and teaching, professional staff development related to the latter, as well as the contribution of internationalisation in primary and secondary education to the quality of learning and teaching in higher education. After the review procedure, the attached papers have been selected for the conference programme, representing an interesting display of examples of good practices, basic and applied research projects' findings at institutional, national as well as international level. The conference will offer many opportunities for discussion about the above-mentioned challenges and opportunities offering you an international platform to exchange ideas and practices.

Katarina Aškerc Veniger,
CMEPIUS

¹ Beelen, J. in E. Jones (2015). Redefining internationalization at home. V: A. Curai, L. Matei, R. Pricopie, J. Salmi, in P. Scott (ur.), The European higher education area: Between critical reflections and future policies (67–80). Dordrecht: Springer.

CONFERENCE PROGRAMME

Please see the attachment.



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Challenges to Internationalisation through Foreign Students Attraction Faced by a Large Public University

Paskal Zhelev, University of National and World Economy (UNWE), BG; Maria Peneva, University of National and World Economy (UNWE), BG

The purpose of the paper is to identify challenges faced by public universities in their efforts to be competitive through internationalisation strategies to attract foreign students. First a literature review elucidating the most important factors for successful internationalisation is made. We then use a case study research method of analysis based on investigating the internationalisation experience of one of the biggest and the oldest business universities in South-Eastern Europe. Experts' opinions, structured interviews with the leadership of the university, and a survey among the foreign student' population is carried out. The results showcase the achievements and competitive advantages of the University but also expose the disadvantages and the problematic areas. Finally, the paper concludes with some policy recommendations towards more effective internationalisation that might be useful for other universities from the region as well when designing and implementing internationalisation strategies.

Changing Landscape of Internationalisation of European Higher Education

Alenka Flander, CMEPIUS, SI

European higher education landscape and its international dimension are changing in response to economic, political, sociocultural and academic developments. Different studies, evaluation and research on internationalization of HE underline the positive impact of internationalization on the quality of higher education on individual (student, staff) as well as wider institutional, national and international level. As internationalization moves from the margins to the center of higher education it has become one of the key dimensions of higher education, evident in the development of new or renewed concepts, programs, methods and approaches. We will present the rationales that evolved over last decades and examine main definitions of how the internationalization of HE is understood.

Closing Institutional Internationalization Gap at Slovenian Universities

Rasto Ovin, DOBA Business School Maribor, SI; Naraša Ritonija, DOBA Business School Maribor, SI

Using systemization of historical types of universities from the literature, the authors evaluate the reached stage of internationalization of Slovenian universities. Here the main criteria used were institutional form, the position and role of the faculty, arts of providing knowledge and competencies, relation to economic and social environment and as result of these items: the equipment of graduates for labour market needs. The results of the research prove that similar to the universities in the region of Central and South - Eastern Europe also Slovenian universities' development was influenced by historical, social and political environment, which was not in the favour of internationalization. The authors stress that academic and political will for reforms and not state policy will in the future define successful internationalization on institutional level in Slovenian higher education.



Comparative Study: Student Mobility Impact on Students' Achievements and Outlooks

Mimoza Bogdanoska Jovanovska, St. Kliment Ohridski University, Faculty of Information and Communication Technologies – Bitola, MK; Silvana Neshkovska, St. Kliment Ohridski University, Faculty of Education – Bitola, MK; Daniela Andonovska Trajkovska, St. Kliment Ohridski University, Faculty of Education – Bitola, MK; Natasa Blazeska Tabakovska, St. Kliment Ohridski University, Faculty of Information and Communication Technologies – Bitola, MK; Biljana Kuzmanovska Tasetovik, St. Kliment Ohridski University, Faculty of Education – Bitola, MK

Determining the impact of student mobility on students' achievements is very complex and it is related to various different factors. This paper sought to determine the effects of student mobility on Macedonian students, i.e. on their academic achievements, accomplishments, competences, understanding of intercultural values and on adopting new life styles and outlooks in general boosting their future career prospects. The research offers a quantitative analysis of the findings obtained via a tailor-made questionnaire, composed of questions related to the impact that studying abroad has on students. The findings are quite significant and reveal that, unlike students who have never realized mobility mobile students demonstrate a considerably higher level of self-confidence, open-mindedness and readiness to embrace challenges. In fact, the findings indicate that their entire approach to the learning process, career advancement and life in general changes considerably due to the valuable experience they have gained in the process of realizing student mobility.

Development of Higher Education Teachers' Competences

Snjezana Susnjara, University of Sarajevo, Faculty of Philosophy, BA; Lejla Kafedzic, University of Sarajevo, Faculty of Philosophy, BA; Sandra Bjelan-Guska, University of Sarajevo, Faculty of Philosophy, BA

Teachers and assistants on higher educational institutions are not adequately trained to be able to work in teaching process regarding their pedagogical and psychological and didactical-methodical approach. Teachers usually identify themselves with the field they have studied. In their identity they are not completely aware that they train future teachers. Thus, there are resistance to 'pedagogization' of the profession, and therefore, they reject to ensure the proper number of ECTS to the pedagogical and psychological subjects in curriculum for preparing future teachers.

One of the ways of lifelong learning and professional development of academic personnel was the project under the name „Training of teachers and assistants at the University of Sarajevo for promotion of the Bologna process with an aim to improve quality of educational process“. The project's aim was to improve syllabus and working plans in order to better explain terms such as: teaching plan and program, curriculum as well as to simplify their practical application. The quality of higher education is the basis for establishment of the European field of higher education. Therefore, the aim of this project was to empower the higher education institution in order to ensure quality that is primarily responsibility of each institution.

Enhancing Preschool Student Teachers for Deeper Professional Reflection - Comparative and Cooperative Study of Slovenian and Croatian University Teachers

Alenka Polak, University of Ljubljana, Faculty of Education, SI; Lidija Vujičić, University of Rijeka, Faculty of Education, HR; Akvilina Čamber Tambolaš, University of Rijeka, Faculty of Education, HR

The presentation/paper will present the theoretical background and the results of comparative empirical study, based on qualitative data analysis of preschool (part-time) 2nd Cycle Slovenian and Croatian student teachers' written reflections about their pedagogical work and professional identity. The process of enhancing of professional reflection was carried on within the experience of international exchange of teaching practice (staff mobility) between two faculties of education, from University of Ljubljana (Slovenia) and University of Rijeka (Croatia). Different dimensions of reflection, direction and the level of reflection will be presented in the presentation/paper. In the qualitative

study of written reflections of preschool student teachers, analysed with the method of content analysis, some characteristics of the process of reflection will be identified and some general conclusions regarding the results will be introduced. On the basis of the results of the study some implications for culture of educational institution will be evolved in the presentation/paper.

Evaluation of the Impact of Internationalisation in Teaching and Learning of Interactive Media Design

Helena Gabrijelčič Tomc, University of Ljubljana, Faculty of Natural Sciences and Engineering, SI; Andrej Iskra, University of Ljubljana, Faculty of Natural Sciences and Engineering, SI

In this research, the aspects of improving the teaching and learning processes by involving the international aspects are discussed in the field of planning and production of web and digital media content. The experiment involved the analysis of teaching and learning processes at 1st and 2nd level study courses of web production, computer graphic and animation. The research was performed on three levels: 1. teaching process by implementation and evaluation of different approaches of performing lectures, practical exercises and mentoring an individual and/or group project work; 2. studying processes and learning by evaluation of the results of written/oral exams and final projects work and 3. analysis of the experiences and well-being of the Slovene and Erasmus+ students attending the classes. The results presented obvious discrepancies in the effectiveness of implementing the international and intercultural dimensions in the three above mentioned levels.

High-level International and Intercultural Learning Robotics in Mechatronics Education

Robert Ojsteršek, University of Maribor, Faculty of Mechanical Engineering, SI; Matej Veber, School Centre Celje & Secondary School of Mechanical Engineering, Mechatronics and Media, SI

Internationalisation in primary, secondary schools and universities is in present time more and more important, because the world's globalized. Internationalisation and culture diversity can make the world better place for living. In this paper, we propose internationalisation implementation of robotics studies in Slovene educational system. We present our international and intercultural engagement of local team with the teams from all around the world. First, we proposed the main goal of intrinsic motivation of our students. Second, we proposed new methods that we used for higher level of robotics education, such as: artificial intelligence, vision recognition, virtual reality etc. In this case, we establish good and firm collaboration between the Secondary School for Engineering, Mechatronics and Media and University of Maribor. Presented results, on two benchmarks in paper shows how this new proposed internationalisation and intercultural high-level learning has positive impact to the local and global teams.

How Primary School Pupils and Teachers Benefit from International Cooperation

Lea Opravz Ostreljic, OŠ XIV. divizije Senovo, SI

The main topic of this paper is how primary school pupils and teachers benefit from international cooperation. Our school has recently finished our first Erasmus+ project. It was a project where our school cooperated with 6 other primary and secondary schools and at the end of the project we wanted to know how did it affect our teachers and students. We put up a questionnaire for teachers and students and we had interviews to determine whether the project made any difference in the quality of teaching and learning on our school. One of the main goals of our project was the cooperation of international teams of students and teachers from different schools. The teachers had to teach in international teaching tandems and the students had to do certain activities in mixed

international teams. Some of these activities were carried out in person, but most of them online with the help of ICT.

Impact of Internationalization on Curriculum Quality

Natasha Petrova-Popovski, St. Kliment Ohridski University – Bitola, MK; Marija Malenkovska Todorova, St. Kliment Ohridski University – Bitola, Faculty of Technical Sciences, MK

The purpose of this paper is to discuss the international, national and institutional grounds for higher education internationalization and, as a key issue, the individual contribution to the internationalization of the study programs and curricula for the medium and small universities. The applied methodology follows the qualitative approach and is based on the analysis of the international, national and institutional impact, through individual endeavor, on the internationalization of the curricula and study programs. The analysis of the internationalization impact on the curricula and study programs resulted in findings refer to the academic rationale for achieving international standards, usually undertaken by the institutions to ensure high-quality global standards, as a crucial benefit from higher education internationalization process.

Innovative Learning Methods in Educating Spatial Planners

Sanja Gašparović, University of Zagreb, Faculty of Architecture, HR; Mojca Foški, University of Ljubljana, Faculty of civil and geodetic engineering, SI; Alma Zavodnik Lamovšek, University of Ljubljana, Faculty of civil and geodetic engineering, SI; Gašper Mrak, University of Ljubljana, Faculty of civil and geodetic engineering, SI

The results of the international teaching collaboration of the Chair for Spatial Planning of the Faculty of Architecture in Zagreb and the Chair of Spatial Planning at the Faculty of Civil and Geodetic Engineering in Ljubljana will be presented. This cooperation was established as part of regular courses, where a total of 110 students and 11 teachers were involved to work on a single assignment. This demanding and challenging urban planning assignment of considering the possible future scenarios for developing a part of the City of Zagreb was approached in an innovative way, i.e. by combining unusual teaching methods and techniques. Special emphasis was on using models as a tool for research and presentation of all planning stages – from the spatial concept to the detailed urban development. “Architectural scale models are an important part of the design process. They take the place of words and may present a design more effectively than pictures” (Smith, 2007)². This is one of the reasons that models, as a planning tool, were included in the learning process. This representation tool, previously rarely used with Slovenian students, presented a major challenge for the students, but it also opened new possibilities of understanding the task at a city scale. In the middle of the semester, an international urban planning workshop and exhibition were held, which presented students’ works and stimulated discussions aimed at exchanging experiences and knowledge as well as getting to know different approaches and methods of learning and stimulating expert discussions.

International Joint Field Course As A Quality Improvement In Curriculum In Cartography

Dušan Petrovič, University of Ljubljana, Faculty of Civil and Geodetic Engineering, SI; Karel Kriz, University of Vienna, Department of Geography and Regional Research, AU; Klemen Kozmus Trajkovski, University of Ljubljana, Faculty of Civil and Geodetic Engineering, SI

19 students from 4 different countries coming from two master study programmes at two Universities (University of Ljubljana and University of Vienna) together with four teachers from both institutions experienced the joint 4-days field excursion, focused on topographic cartography, field mapping, data

² Smith, A. C. (2007), *Architectural model as machine*, Routledge.

capturing, map production and map use in mountainous environment of Velika planina, Slovenia, in May 2017. The whole procedure, starting with initial instructions for students, creating 6 internationally mixed groups, data collecting and preparing separate base maps continued at the field with intense cooperation within the groups, which resulted in a collage topographic map merged from 6 map parts of each group, presentations, video blogs and final web page, demonstrated the example of improvement in study curriculum and international cooperation, recognised from final student's results and especially final student's comments.

International Students' Demand for Quality of Teaching and Services – Case of UP FAMNIT

Aleš Oven, University of Primorska, Faculty of Mathematics, Natural Sciences and Information Technologies, SI; Marko Gavriloski, University of Primorska, Faculty of Education, SI; Mitja Tretjak, University of Primorska, Faculty of Mathematics, Natural Sciences and Information Technologies, SI

As the numbers of international students at UP FAMNIT are significantly rising, we were interested in learning, what convinced them to enrol at UP FAMNIT and move abroad. In the year 2017 we approached them and used a combination of methods (focus group, survey, semi-structured interview) to gain deeper insight into their expectations from studies. Findings show, that future students got familiar with UP FAMNIT primarily through their acquaintances. A large majority (over 80 %) of students bring study-related knowledge with them and want to further improve it. Other aspects (like environment) are not as important. Our results prove that UP FAMNIT's internationalisation enhances the quality of education and research. These expectations will however, have to be further nurtured, met and developed and pose an immediate demand for faculty staff to meet students' expectations.

Mobility Activities as a Quality Parameter in Teaching and Learning

Tatjana Welzer, University of Maribor, Faculty of Electrical Engineering and Computer Science, SI; Marjan Družovec, University of Maribor, Faculty of Electrical Engineering and Computer Science, SI

Mobility activities we can recognise in different programs from Erasmus+, as it is the present name of 30 years lasting and the most known mobility program, up to CEEPUS, bilateral programs, different contracts and projects. Mobility in which individuals are involved either as guest or host influence other daily activities including teaching and learning. In our paper on the base of statistics, analysis and qualitative research (interviews, discussions, presentations) we will present besides some statistic data the influence on teaching and learning from different participants groups (students, teachers, staff), that take the part in mobility. All those will be discussed also in the sense of quality parameters.

Quality of University Teaching and Learning for Investing in the European Future We Want

Nevenka Maher, Faculty of Business and Management Sciences Novo Mesto, SI

The purpose of the paper is to expose challenges for the quality of university teaching and learning within internationalisation and global socio-economic competition. Quality of university teaching and learning is a precondition for results when European Union member countries are investing in the future we want. This paper turns attention to eleven recommendations in European Commission document »FAB-LAB-APP investing in the European future we want« Report of the independent High Level Group on maximising the impact of EU Research & Innovation Programmes«.

In introduction to recommendation »Educate for the future and invest in people who will make the change« stands: »Europe can have the most impressive talent pool on earth, but it will fail to capitalise on this if the education system does not foster a more innovative and risk-friendly culture. There will likely be no excellent research and innovation without excellent education«. Internationalisation enhancing quality of learning and teaching needed for economy based on knowledge and innovation

could unlock potentials. When it is to turn problems to challenges and to focus on EU global competitiveness, teaching of the content of university reaching is to be empowered. As education functions as a concept, its quality influences quality jobs, growth and sustainable development. The paper explains EU policies background and links EU 2020 and EU 2030 strategy policy measures with knowledge. Paper explains research and analysis done and evidence background that stands behind HLG recommendations. Methodology used in this paper is explained and actual links between internationalisation and quality of teaching and learning are presented.

Teachers' Intercultural Competencies and Foreign Language Learning and Teaching in Slovene schools: findings from ESLC 2011 study

Maja Dolinar, University of Ljubljana, Faculty of Social Sciences, SI; Ana Mlekuž, Educational Research Institute, SI

Using the data from the European Survey on Language Competences, the aim of the paper is to examine the intercultural competences of Slovenian foreign language primary school teachers and to see how they translate them into classrooms' foreign language learning success. Data shows that the biggest emphasis in the classroom is being put on spoken communication and vocabulary acquisition, followed by written communication, grammar and pronunciation, whereas the least emphasis is put on learning about the culture and literature. Data also shows that only a small proportion of foreign language teachers participate in intercultural exchanges and trainings abroad. All this results in a limited approach that may not give language learners the necessary proficiency to communicate with others. Providing a more pragmatic instruction, focused on interdisciplinary approach towards foreign language teaching and learning, could enable students to gain cross-cultural awareness and pragmatic competence.

The Importance of Systems Science in Secondary Education for more Efficient Higher Education

Josip Stepanić, University of Zagreb, Faculty of Mechanical Engineering and Naval Architecture, HR; Mirjana Pejić, Bach University of Zagreb, Faculty of Economics and Business, HR

Competent dealing with problems regularly encountered in modern world virtually requires knowledge of several disciplines, understanding of complexity structures and processes, and benefits significantly with the adoption of interdisciplinary perspective. Yet, accompanied classes in formal education are rather rare, in comparison with strictly disciplinary classes developing specific knowledge. In this paper we argue that the introduction of systems science related classes or activities for secondary schools would contribute significantly to development of interdisciplinary perspective among students in higher education, as well as to their better competences in solving diverse modern, regularly complex problems. As a case study, we present the Croatian annual state competition in systems thinking for secondary schools.

The Internationalisation of the Curriculum: the Case of the Study Program for Primary School Teaching

Maja Mezgec University of Primorska, Faculty of education, SI

The aim of the paper is to analyse how much is internationalisation present in the curriculum for primary teachers. We suppose that the internationalisation in the educational process of future teachers will have an impact on the internationalisation of the next generations they will be teaching. An analysis of the curriculum of the study program for Primary school teaching of the University of Primorska has been carried on. The focused was on the presence of topics related to internationalisation in the formal

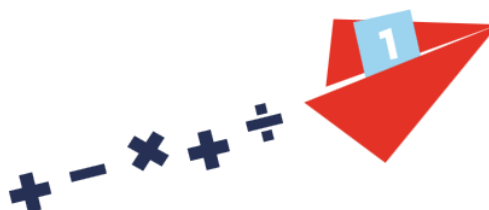
(not hidden) curriculum. All the syllabus of the subject that are included in the study programme has been analysed.

Although data shows that formal curriculum is lacking internationalisation, we can expect that several activities that are related to internationalisation are going on. In a larger project of revisiting the curriculum for Primary school teaching that hidden part should become explicit and enriched with additional contents, activities and students learning outcomes.

Understanding Erasmus Students' Motivation: What Directs Erasmus Students' Choice of Slovenia and Museum Education Course

Rajka Bračun Sova, University of Ljubljana, Faculty of Education, SI

This paper is a Slovenian contribution to the current knowledge of Erasmus students' motivations. It takes as its starting point the fact that one of the reasons for studying in a foreign country is learning about different cultures. 30 Erasmus students from 8 European countries, enrolled in Museum Education course in two academic years at Faculty of Education, University of Ljubljana, participated in the research. The analysis of qualitative data, collected by individual interviews, a focus group and written personal reflections, revealed that students, when making specific country and study decisions, are driven by three motivational factors: discovery, change and curiosity. The research, done from the perspective of cultural heritage, additionally indicated, how geography shapes the cultural experience of Erasmus students and what role does museum and heritage site visiting play in it. The favourable geographical position of Slovenia in the middle of Europe is a crucial dimension of quality international education.



What is the Internationalisation All About? The Perspectives of the Teacher and the Students

Nataša Pirih Svetina, University of Ljubljana, Faculty of Arts, SI

The paper is presenting the history, and the current situation in the field of teaching Slovene to international students. In the academic year 2017/18, more than 600 international students enrolled for the first time in the first and second cycle university programmes at the University of Ljubljana. 25 % of the newly enrolled international students joined the Slovene language courses. The attitudes of these 150 students toward studying abroad (in Slovenia), studying in a FL (Slovene language), as well as their communicative needs (primarily in Slovene language) as expressed in their entry tests are examined in the paper. The results show that Slovene language itself is not an obstacle in the process of the internationalisation of the Slovene universities. On the contrary, offering Slovene language tutorial to larger number of international students might be one of the best contributions to better quality of the process of internationalisation itself.

WORKSHOPS



Creativity as a Tool for Facing the Challenges of Education

Sabina Vlasic, Management and Law College Ljubljana, SI

Since in today's postmodern world the only certain thing are changes, creativity, innovation, critical thinking and problem solving - are skills that are essential for the future workforce. Structuring education in order to educate creative individuals involves a change in the perception of the roles of both students and teachers. Learning activities must be prepared in order to encourage creativity in students which can be positively influenced by certain personality traits such as courage, openness and self-confidence, important for the development of creative thinking in the course of the educational process. Teachers have to present students with challenges, on which they will work together and adequately resolve. In the workshop we will tackle the questions arising from the area of international cooperation. Considering the fact that it is very important that participants feel that they are the problem owners, I will help them find the right question to work on. If they will have difficulties in finding the common problem to solve, I will challenge them to solve the problems that I have encountered in different international types of cooperation (conferences, projects, even writing articles): How can we overcome the obstacle of language in international cooperation? How can intercultural differences foster creativity in education?

The European Toolkit for Internal Quality Management in Competence-Based Higher Education - How to motivate stakeholders

Jelka Zabavnik Piano, University of Ljubljana, Veterinary Faculty, SI; Breda Jakovac Strajn, University of Ljubljana, Veterinary Faculty, SI; Jana Brankovič, University of Ljubljana, Veterinary Faculty, SI; Neva Lukša, University of Ljubljana, Veterinary Faculty, SI

Our project consortium is developing the Internal Quality Management Procedure (IQM Procedure) and European Toolkit for Internal Quality Management in Competence-Based Higher Education that could be used by HE institutions to evaluate students' competences. The IQM Procedure is flexible and is intended for institutions in different fields and countries. The IQM-Procedure focuses on students' competences. It is based on a participative approach and involves representatives of students, teaches, decision makers, etc. In the IQM-Procedure the IQM-Team (consisting of different stakeholders) elaborates and (re)defines intended competences which students should acquire by a study programme. In the second step the survey is performed to collect screening information on student's competences. Then the results of the survey are analysed with regard to different elements of the teaching and learning processes, such as curriculum, teaching and assessment methods and students learning strategies. Based on the outcome quality enhancement methods are developed that should amend activities to achieve better student's competences. The prepared toolkit consists of the book with introduction and different tools and templates. In the workshop possible motivations for different stakeholders to participate in the IQM-Procedure will be discussed in groups where different roles will be played (decision makers, students, assistants, teachers, employers).

POSTERS

Challenges of Higher Education in the Field of Fluid Power Technology

Darko Lovrec, University of Maribor, Faculty of Mechanical Engineering, SI; Vito Tič, University of Maribor, Faculty of Mechanical Engineering, SI

Transfer of knowledge in the field of energy-demanding devices, including hydraulic drives, presents a huge challenge in terms of both equipment, place as well as adequate installed power, which enables the knowledge transfer under real operating conditions. In addition to this, it is necessary to add constant updating of the subject contents and adaptation to international guidelines and teaching approaches. This paper presents a successful approach based on years of experience in providing knowledge in this field, taking into account the fundamentalization of knowledge, combining the knowledge from different fields, integration into R&D and industrial practice, globalization and internationalization... as well as new methods and approaches e.g. flipped, combined and project based learning in the field of Fluid power technology and systems.

Challenges of Teaching Industrial Automation

Vito Tič, University of Maribor, Faculty of Mechanical Engineering, SI; Darko Lovrec, University of Maribor, Faculty of Mechanical Engineering, SI

In higher education courses that relate to the automation of individual machines, systems or entire industrial plants, we are constantly facing with rapid development of new technologies. The main challenges are not the basics, but rather a vast number of technical innovations related to the design and use of automation building blocks: sensors, PLCs and corresponding programming languages. Students who completes a certain degree of education should not only have a great basic knowledge but they should also have an insight into the equipment most commonly used by their potential employers in local and international area. Since we are experiencing rapid technological advancement we need to find a way how to use the limited resources allocated for equipment, while following the development of new technologies and providing students with ever new, more powerful, flexible and versatile equipment that they will use tomorrow in industry. The paper presents our own approach on how we have been dealing with this problem successfully for more than two decades.

Experiencing the PhD Studies of New Media Design at Finland's Aalto University

Anže Kavčič, University of Ljubljana, Faculty of Natural Sciences and Engineering, SI; Helena Gabrijelčič Tomc, University of Ljubljana, Faculty of Natural Sciences and Engineering, SI

The PhD level in art and design is quite underrepresented in Slovenia, that is why it is important to experience the study methods from universities where this field is more explored and implemented in the research activities. The aim of the contribution is the presentation of the experience as PhD Visiting Researcher at Aalto University Department of Design. In Finland's Aalto University, PhD student has the option to approach the dissertation in technical or philosophical way. The focus of the presentation is on interdisciplinary fields of Dynamic Logotypes and Their Use in Creating Dynamic Brand Identities, where the design is combined with computer programming. The researches of generative and interactive narratives that are implemented in the study are presented and the benefits of the intercultural experience and collaboration on final dissertation, newly discovered concepts, methodologies and solutions are discussed.

Facilitation of „Internationalization@Home“ through Benchmarking - University of Sarajevo and University of Paderborn Benchmarking Recommendations

Aleksandra Nikolic, University Of Sarajevo; BA; Dusanka Boskovic, University Of Sarajevo, BA

In spite of its importance usually „internationalization@home“ is recognized as the weakest element of HEI's internationalization process. It is mostly due to fact that, „internationalisation@home“ is context and institution dependent phenomenon reflecting specificity of HEI's quality culture and available resources. Its nature limits needed exchange of good practice, experience between different HEIs, and slows down improvement in this area. Properly lead and designed benchmarking process to find out factors/mechanisms/activities which serve as motivators and enablers of „internationalization@home“ could be proper way to address this problem. Focus of this paper is to present benchmarking exercise between two very different HEIs (University of Sarajevo and University of Paderborn) in the area of financial management which is context and institution dependent process as well. The lessons learned can be used to facilitate „internationalisation@home“ as important element of improving quality of high education.

Impact Of Social Changes on Teacher's Role and Responsibilities in the Educational System

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Social changes have an enormous impact on education systems. Changes in society and the rapid technological development in recent decades have necessitated the reform of educational system. The social role of teachers, as well as their responsibilities and obligations have significantly altered. The scope of work and responsibilities of teachers have become greater, but their status in society is much lower. Increasing responsibility and obligations cause frustration and stress for teachers. Their university education must be adapted to tailor to the new requirements and their obligations. Permanent education during their work must function as training, so that they can deal with the new duties and responsibilities that they face in modern times.



Importance of International Cooperation on the Development of Wood Product Design Education

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Exchange programs such as ERASMUS and CEEPUS enable forms of staff exchange whose experience directly influences in changes in the teaching process. This paper describes the direct and indirect impact of ERASMUS and CEEPUS exchange on the teaching process of the Wood Technology of the Faculty of Forestry of the University of Zagreb. The results of the CEEPUS and ERASMUS exchanges over the last 5 years have indicated the increase in the quality of the study, which is reflected in the improvement of the methodology of knowledge acquisition and therefore of greater interest and better student ratings. Direct results are reflected in knowledge and experience gained in exchanges with Poland, Bulgaria, Hungary, Austria, Czech Republic and Slovenia. This paper also outlines the further development plan of teaching process.

Incorporating the International and Intercultural Dimension in Higher Education

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Incorporation of the international and intercultural dimension in higher education is very important not only to enable students' internationalization in general or at home including mobility, but also to incorporate international and intercultural components into professional and expert lectures with the goal to enlarge students' awareness about them. To reach this goal, also teachers' competences has to be enlarged with international and intercultural dimensions. In our paper we would like to reach through presentations, discussions and practical activities the following learning outcomes: importance and awareness of international and intercultural dimension in higher education as well as in professional and expert fields, basic knowledge about culture and intercultural communication, acquired models and approaches to incorporate the international and intercultural dimension into lectures and lectures activities.

Intercultural Competence in the Professional Training and Qualification of Education Specialists

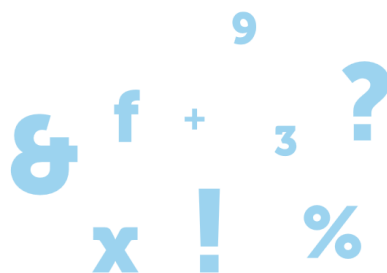
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This paper focuses on the university training practices in Bulgaria and attempts to define the problem fields of intercultural competence, its content and its representation in the curriculum and syllabi used for the training of educational specialists. The research covers two aspects. The first one refers to theory and offers a critical analysis of the current educational standards in the context of intercultural competence. The second aspect refers to practice. A survey has been conducted with working educational specialists in various educational institutions about their personal level of intercultural knowledge and skills and the intercultural requirements of their working environment to outline the most important dimensions of intercultural competence as a part of their professional profile.

Intercultural dimension in Teacher Training - Some Examples from Bulgarian University Practice

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The quality of teaching and learning in multicultural schools depends on the respective quality teacher training in the higher education institutions. Contemporary teachers need to be prepared to work with children with different ethnic, religious, national identity. There is more that 15-years good practice in the Faculty of education, Sofia University "St. Kliment Ohridski" in the development of the intercultural dimension in teacher training on the base of some subjects for Bachelor and Master degree students - Intercultural education, Equal access to education - management aspects, Inclusive education, European intercultural dialogue by education, Preventive and corrective activity in multicultural environment, Social work with refugees. Hundred of students have finished successfully all these elective courses as a result of this work. More than 40 diploma thesis on different topics of the intercultural education were developed from Bachelor and Master degree students and 3 PhD dissertations successfully finished also.



International Mobility – Opportunity for Collaborative Research and Student Centred Project-Oriented Learning and Training

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The research group of the authors has a long-lasting international cooperation through bilateral research projects and university networks. Teamwork with doctoral students (researchers) contributes to the overall research objective and optimal transfer of knowledge, skills and attitudes. By individualized teaching approach, doctoral students get immediate feedback on their work, which therefore quickly improves. Learning and training tailored to individual students' needs improves quality of education, makes it flexible and contributes to acquisition of knowledge and overall mobility experience of the students on exchange. They gain experience in research, develop laboratory skills and critical thinking, independence, tolerance and adaptability, learn to process obtained data, report results and write scientific papers. All involved in mobility are testing the international environment, practice foreign language, learn about new culture but at the same time also represent their own. These increases the potential for successful international cooperation and contribute to the development of inclusive society.

Internationalisation at Home: the Case of Non-Mobile Medical Students

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The patient population in healthcare has been transforming radically over the last few decades from a homogenous to an increasingly heterogeneous cohort of people. Therefore, it is an imperative in medical education to teach students how to increase their intercultural competence in order to treat and approach a multicultural patient population effectively. One specific tool is to participate in mobility programmes. However, data imply that only 1 % of the Hungarian student population and less than 0.5 % of Hungarian medical students are mobile. Consequently, non-mobile medical students' intercultural competence needs to be developed locally. The aim of our poster presentation is to showcase specifically designed classes, teaching methods and tools as means of internationalisation at home and internationalisation of the curricula which contribute to increase in the quality of learning and teaching as implied by feedback reports from both students and teachers at the Medical School of Pécs, Hungary.

Student Centered Learning as Prerequisite of High Quality Education

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Student Centered Learning (SCL) is a modern approach to enhance better quality of the education process, it has diverse connotations but often its philosophy is substituted by more practical issues within the education training. Our CEEPUS network has launched teaching modules performed by selected visiting lecturers from the partner universities, this approach has good results but sometimes the expected outcomes are not fulfilled. The aim of this presentation is to study best practices but also to resolve the appearing obstacles and setbacks. Learning outcomes: within the frames of civic education the students acquire confidence of self-respect and the concept of responsibility towards the academic correlation between the learner and lecturer; students are stimulated to act more responsibly as full members of the community, they are expected to maintain steady conduct within the frames of academic values acquired in order to provide zero-tolerance of public misconducts. Furthermore an approach of peer reviewing is provided to settle the agenda of discussions among all participants and dedicated to better formulation of rights and responsibilities of the actors in the education process. They would scrutinize on the best practices performed, as well as endorsing mutual

attempts to overcome deficiencies and possible deviations from the balanced model of responsibility centered teaching pattern.

The Quality of Intercultural Competences in Higher Education

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Respecting and accepting values of different cultures presents the potential of personal development and it leads to improvement of the whole society development. The premise of successful intercultural communication is based on emotional competences and intercultural sensitivity. Considering that, the intercultural education occupies the more important place in education programmes from elementary to university education, as need to improve its quality. The aim of the paper is to determine the quality of students intercultural competences as reflection for developing intercultural education. Questioning of intercultural competences of students from several universities in Serbia, was done by using the Intercultural Sensitivity Scale (Cheng & Starosta, 2000), and research data refer that there is a need for more intensive work on developing students intercultural competences through change of paradigm in university teaching. Pedagogical implications of research are in determining students intercultural competences in certain areas, finding areas that should be more developed, as well in searching for possibilities of their improvement in higher education institutions.





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