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**e-BOOK CONFERENCE PROCEEDINGS**

**AdE & T**

***Educating the  
adult educator:  
Quality  
provision and  
assessment  
in Europe***

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**6 - 8 November 2009**



**University of Macedonia  
Thessaloniki, Greece**





**EUROPEAN SOCIETY FOR RESEARCH ON THE EDUCATION OF ADULTS**  
**RESEARCH NETWORK ON ADULT EDUCATORS, TRAINERS AND THEIR PROFESSIONAL DEVELOPMENT**

**Educating the Adult Educator: Quality Provision and Assessment in Europe**



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ISBN: 978-960-243-668-4

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**Note:** The papers included in this volume are those accepted for presentation after they were blind-reviewed by the Conference Scientific Committee. The content and the opinions expressed in the papers, and/or the writing style, represent the contributing authors. These proceedings are available for downloading in the ESREA-ReNAAdET website: <http://www.esrea-renadet.web.auth.gr>

**EUROPEAN SOCIETY FOR RESEARCH ON THE EDUCATION OF ADULTS  
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**Inaugural Meeting  
CONFERENCE PROCEEDINGS**

**University of Macedonia  
Thessaloniki | Greece  
6-8 November 2009**







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## Preface

Dear readers,

This e-book contains the proceedings of the inaugural meeting of the **ESREA Network on Adult Educators, Trainers and their Professional Development (ReNADET)**.

### **Educating the adult educator: Quality provision and assessment in Europe**

The network's first conference meeting was held in Thessaloniki, Greece (6-8 November 2009) at the University of Macedonia, and it was entirely devoted on issues of quality on the education and training of the adult educator in Europe. The meeting was a forum for exchanging theoretical considerations and empirical evidence, between researchers studying the different roles and tasks of the adult educator and trainer and the ways that these are assessed. The meeting also addressed issues relating to the quality of adult educators' training (initial and continuing), their professional development as well as how these parameters could contribute to the overall quality of adult educational provision in Europe today.

In total 4 keynote presentations, 83 paper presentations and 18 e-poster presentations in eleven thematic workshops (divided in 5 parallel sessions) took place during the conference, as well as eight special presentations were made in six (6) plenary sessions. Based on the thematic workshops and the plenary sessions of the conference, the structure of this e-book is the following:

- **Keynote Presentations**

- **Paper Presentations**

1. Quality assurance: Validating effectiveness for adult educators and trainers.
2. Professionalisation & professional development: Not anybody's business.
3. Confronting quality: Theoretical assumptions and practical challenges.
4. Quality in educational provision: Redefining basic assumptions.
5. Becoming an adult educator in Europe: Some biographical perspectives
6. Quality under review: Policy development issues.
7. Developing competence and skill: New roles and new challenges for adult educators today.
8. The role of the University in providing quality education and training: Unfolding the HE agenda.
9. Initial and continuing training of teachers and teacher trainers: From initial preparation to in-service training.
10. In-service training of adult trainers: The role of the enterprise and the role of the individual.
11. ICT and quality provision: Issues of identity and personal knowledge management.

- **E-Poster Presentations**

1. Educating the adult educator: European perspectives

- **Plenary Presentations**

1. Highlights of major European initiatives and projects



- *PASCAL Universities' Regional Engagement project (PURE).*
- *Self-Evaluation in Adult Life Long Learning (SEALLL).*
- *Grundtvig International Network of Course Organisers (GINCO).*
- *Promoting Active Learning and Ageing of Disadvantage Seniors (PALADIN).*
- *Study on Key Competences for Adult Learning Staff.*

We sincerely hope that this e-book containing the proceedings of our first meeting will stimulate a productive dialogue and contemplation on issues of shared interest.

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## 7

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### *Different Roles of Adult Educator: Students' Preferences.*

#### Introduction

In the context of contemporary changes in education, there is an intensive demand for changing the role of adult educator within the educational setting. Opposite to passive adoption of knowledge, the active approach is emphasized, which brings out the need for a different position of adult educator in the learning process. Such shift in focus from 'teaching to learning' assumes substantial new learning on teachers' part; it requires changes not only in what is taught, but also in how is it taught" (McLaughlin and Talbert, 1993, p.2, from: Holtz, Dorph and Goldring, 1997).

In order to stimulate and affirm active approach to learning, adult educator is no more seen as a didactical instructor, but someone to be permanent guide throughout life. Adult educator of today is less source of information and more mediator between learners and diverse knowledge coming from different sources (Đorđević and Đorđević, 1992). Such teacher is at the same time the source of knowledge and information, successful manager of educational work, guide through learning, a person who creatively develops different educational curriculum, balances group dynamics and stirs initiatives and independence. Thus, s/he is expected to help adult learners to become imaginative, creative, flexible, adaptive and independent personalities, which are enabled to express their full potential (Kulić and Despotović, 2005).

To satisfy such requirements and meet these expectations, the adult educator needs to establish different nature of relation with her/his students in the classroom or any other educational setting. In this context it is spoken of partnership in education. Namely, programs directed towards developing the full potential of adult learner, are also directed towards establishing partnership in relations of all participants, meaning interaction teacher – adult learner and interaction between learners themselves. All of the above applies to the University teacher.

Partnership in the educational setting is not only a guideline to follow in order to establish efficient educational process, but the prerogative without which the educational process today cannot be conceived. Educational process is a process realized through interaction. Therefore, the nature of establishing and developing relations in educational process is one of the key dimensions of every educational curriculum (Pavlović Brenselović and Pavlovski, 2000). However, to realization of educational curriculum is often approached from the point of conceptualization of educational content, whilst the issue of interaction is left to a personal style of a adult educator. If we wish an educational curriculum to be „...representative to its conception at the level of its realization" (Pavlović Brenselović and Pavlovski, 2000, p. 15), to be efficient and lead to results that it aims to, then the question of the nature of interaction must be developed dimension of educational curriculum in contrast to an adult educator or existing organizational atmosphere of a single institution.

In attempt to define partnership in education the authors take an assumption of its wider notion in contrast to the usual idea of democratic relations in educational settings (Pešić, 1987; Pavlović Brenselović and Pavlovski, 2000). From the point of view of Pavlović



Breneselović and Pavlovski (2000), understanding partnership in educational setting shifts the focus:

- from the question of relation that teacher establishes with the participants, to a question of characteristics of mutual relations between teacher and participants, and
- from individual curriculum design of teacher to overall curriculum design and establishing partnership on every level, dimensions and areas of the curriculum.

Thus, the establishment of partnership means complex and complete approach that encompasses every level of educational curriculum (Pešić, 1987; Pešić, 1998; Pavlović Breneselović and Pavlovski, 2000):

- At the level of curriculum as a model (the issue of curriculum context, its conception and structure)
- At the level of organizational climate (the issue of compatibility of organizational structure and main characteristics of partnership)
- At the level of planning the realization of the curriculum, in a whole and the specific aspects
- At the level of concrete realization of educational curriculum (partnership is established through specific communication skills and teaching methods)
- At the group level (partnership is established at the level of developing cooperation, communication skills, tolerance, positive emotional expression and conflict resolution skills)
- At the level of direct realization of professional role of teacher (partnership emerges through professional advanced training of teacher, which enables her/him to become more critical towards personal teaching praxis, and through her/his position in programme and organizational structure which enables her/him to be independent, initiative and creative in her/his line of work.

Observed in the broadest sense of meaning, partnership in educational setting represents relation between two or more persons brought about by mutual interests and leading to mutual objectives. Such relationship is based on exchange and positive interdependence manifested by equality, complementarity, competency, authenticity and democratic approach (Pavlović Breneselović and Pavlovski, 2000). Equality assumes that partners are equal in terms of their rights and obligations, as to the level of power distribution and diversity at the level of individual expression: everyone has a right in terms of choice, decision, suggestion, personal opinion and everyone is responsible for her/his actions and behavior. Complementarity is about differences between partners in term of diversity in development, experiences, knowledge, abilities and preferences, but not the inequality. Positive interdependence of partners originates from these differences leading to a mutual benefit in which everyone receives as s/he gives. Competency means that the relation of mutual respect originates from authority based on abilities, traits and knowledge and not the distribution of power, so that in partnership based on competences everyone is able to express her/himself and develop furthermore. Authenticity refers to the fact that every member is a personality with her/his needs, traits, interests, preferences and immediate state, so that bringing together and interdependence of partners refers to aims and interests, not their subordination. Finally, equality, authenticity and mutual respect are being accomplished by taking into consideration democratic procedures and principles: accepting the opinion of majority, respecting the right to choice and decision, taking responsibility, being tolerant and open to compromise and accepting the norms and rules of behavior.

The contemporary demand of partnership in educational setting has considerable consequences to teaching and confronts University teachers to taking into a consideration different innovative approach to their teaching practice for creating more complex opportunities for learners. Their decisions are not only influenced by their perspectives on teaching and learning, but also by their readiness and openness to a accepting and practicing different roles. In the learning society, roles of University teacher are becoming more numerous and with an intensive responsibility. It became quite obvious that University teachers cannot successfully engage themselves in learning process with adult students without attending to their own mental models—the assumptions, beliefs, commitments, and roles that a given teacher brings to teaching and learning (Marienau and Reed, 2008). Thus, approach to different roles is not only matter of competencies but individual responsibility in regard to teacher's profession. „For example, one teacher believes that 'if the student has not learned, I have not taught'; another believes that 'teach it, and the student is responsible for learning it'. Both are committed to teaching, but they see their roles with regard to learning quite differently“ (Marienau and Reed, 2008, p.62). The responsibility is not only reflected in an effort to lead students to a certain degree or certificate, but to develop positive attitude towards learning, to develop curiosity, strengthen individuality and provide an environment for successful learning. Only by taking into consideration all above mentioned, University teachers can foster learning and enable learners to make use of possibility for lifelong learning and become successful lifelong learners (Kulić and Despotović, 2005).

Authors propose different roles and in the literature can be found different classifications. For example, Kulić and Despotović (2005) believe three following roles to be of the most importance: transmission of knowledge (providing information, interpreting, classifying, concluding, summarizing, etc.), guidance (preparing and introducing to learning situation, making connections between other disciplines and relevance to praxis, etc.) and class management (focusing the problem, planning the equipment, teaching methods, educational content, time management, etc.). Brookfield (1986) also emphasized three main roles: (1) educator as an artist, with characteristics like creativeness, innovativeness, improvising ability and sensibility; (2) educator as facilitator, being more a guide than an instructor, one who is open to learners' experience and suggestions; and (3) educator as critical analyst, who provides help for learners to achieve self actualization and find alternatives to their present mental models and their lives in general.

Ivić et al (1997) suggested an overall classification of teachers' roles in educational setting. The authors developed the classification in attempt to classify demands and expectations put before teachers in a variety of theoretical approaches in literature and the educational practice as well. The classification represents systematical review of possible teacher's roles in teaching process that would allow teachers thinking over and evaluating their own teaching practice. According to the authors, the insight in the classification of different roles enables teachers to acknowledge which of the roles they recognize in their practice, to which extent they fulfill them, create their own evaluation of their work and accordingly include relevant changes in their future engagement. The authors identified six types of teacher's roles, and some of them are divided further on into more specific roles:

1. Teaching role:
  - teacher as a lecturer
  - teacher as a class manager



- teacher as partner in communication
- teacher as an expert in certain field of knowledge
- 2. Motivating role:
  - motivating for learning and developing interests
  - teacher as a model for professional identification
- 3. Evaluating role:
  - estimating and grading knowledge
  - estimating behavior and personality
- 4. Cognitive-diagnostic role
- 5. Regulator of social relations
- 6. Partner in affective interaction.

Since in this research we focus at University teachers' roles, we adopted this classification, but we created the classification of nine types of roles as we believe to appear of most significance to their line of educational work. We agree that higher education system differs in various demands, organization and educational practice, which affects teaching and has implications to teachers' roles. "The complexity of competencies of University teachers arises from different types, roles and works that university teaching includes: dealing with scientific work that contributes to scientific knowledge in particular field; defining relationship between science, subject and teaching and choosing relevant contents their innovating; defining learning aims and outcomes; planning and programming available time; choosing the ways of knowledge transmission, forms and methods of work; writing books and relevant literature; choosing, preparing and creating teaching materials; defining methodology and instruments for assessment of teachers and students achievements; creating ways of mentoring, tutoring, consulting and leading the students" (Medić and Milošević, 2005; p. 263). Taking all the above mentioned into consideration, for the purpose of this research, we adopted the following roles:

1. University teacher as a lecturer (provides information, presents educational content...)
2. University teacher as an organizer (presents the aims and objectives, plans educational materials, content, equipment, teaching and learning methods, time...)
3. University teacher as a communicator (asks questions, presents demands, gives opinions, advice, feedback, moderates discussion, stimulates academic interaction...)
4. University teacher as an expert (follows development of the discipline, presents innovations, acts as a source of information in her/his field...)
5. University teacher as a motivator (motivates learning, develops and keeps interests, acts as a model for professional identification...)
6. University teacher as an evaluator (evaluates knowledge, behavior...)
7. University teacher as a cognitive diagnostician (estimates individual abilities, preferences, talents, recognize individual differences...)
8. University teacher as a regulator of social relations (moderates social interaction, regulates group dynamics, resolves conflicts...)
9. University teacher as a partner in affective interaction (recognizes emotional states and affective needs, shows openness to individual problems, provides help and counseling...).

This paper aims to present the research results of teachers' roles considering students' preferences. In order to explore which roles they find to be most desirable and most important for their education, we conducted research at Faculty of Philosophy in Belgrade, in July and August, 2009. The study involved students (N = 128) of all study years and all departments. The description of survey sample is given in Table 1.

Table 1. Description of survey sample

Survey sample		f	%
Gender	Female	82	64,1
	Male	46	35,9
Year of study	First	10	7,8
	Second	14	10,9
	Third	43	33,6
	Fourth	61	47,7
Average grade	6 - 6,9	6	4,7
	7 - 7,9	58	45,3
	8 - 8,9	43	33,6
	9 - 10	21	16,4
Study group	Andragogy, Pedagogy, Psychology (first group)	54	42,2
	Sociology, Philosophy, Ethnology and Anthropology, history of Art, Archeology, History, Classical sciences (second group)	74	57,8

The scale for assessment of preferred teachers' roles includes nine statements that refer to the description of nine teachers' roles in educational process. Next to each statement we offered three-degree Likert's scale (1 – the most important teachers' role, 2 – role can be important, and 3 – the role is not important at all). We will present basic findings about desired teachers' roles in educational process that we got from our sample in the following table (Table 2).

Table 2. Students' preferences of University teacher's roles

University teacher's Roles	M	Sd	Minimum	Maximum	N	Rank
Lecturer	1.47	.742	1	3	128	1
Organizer	1.69	.750	1	3	128	2
Communicator	1.69	.750	1	3	128	3
Expert	1.86	.801	1	3	128	4
Motivator	1.94	.740	1	3	128	5
Evaluator	2.12	.694	1	3	128	6
Cognitive Diagnostician	2.32	.793	1	3	128	7
Regulator of Social Relations	2.34	.715	1	3	128	8
Partner in Affective Interaction	2.57	.706	1	3	128	9

Results presented in Table 2 show that students from the Faculty of Philosophy prefer the role of a University teacher as the lecturer in educational process. Although different theoretical models help us understand the importance and necessity of other teachers' roles in educational process, it is obvious that traditional lecturer role is preferred among our students. Since survey refers to University teachers, highly preferred lecturer role can be interpreted as mostly common understanding of University teachers' role: S/HE IS GOOD LECTURER. That is something that describes her/him, identifies



her/him and it is something that society expects from her/him – that s/he presents well to others the content that s/he knows, content that is her/his specialization.

Highly ranked roles among preferred University teachers' roles are: organizer and partner in communication. Bit less preferred teacher's roles among students are: expert in her/his field, motivator and evaluator. Least preferred teacher's roles are: cognitive diagnostician role, regulator of social relations, and partner in affective communication. We assumed that preferences of certain teachers' roles among students can depend from: students' gender, year at the faculty, average grade and department. There were no statistically important differences in teachers' roles preferences according to gender and department.

Using One-Way ANOVA we examined the differences in preferences of certain teachers' roles among students in regard to year of study. Statistically important difference appeared only about preferences for motivator teachers' role (Table 3).

**Table 3. Preference of motivator role in regard to year of study**

University teachers' role	Year of study	M	Sd	F-test (df)	
Motivator	First	2.00	.667	2.916 (3, 124)	<i>p</i> <.05
	Second	2.36	.842		
	Third	1.88	.731		
	Fourth	1.87	.718		

As additional analysis during One-Way ANOVA, Post hoc analysis was done (LSD). Values in Post hoc analysis show that students from second year prefer more motivator role of teachers comparing to the students from third and fourth year. This result can be interpreted by the fact that senior students have developed inner motivation for learning and that teacher is not important in that aspect.

By using One-Way ANOVA and Post hoc analysis (LSD) we determined that there are statistically important differences in evaluator role of University teachers according to the average grade of our students (Table 4).

**Table 4. Preference of evaluator role in regard to average grade**

University teachers' role	Average grade	M	Sd	F-test (df)	
Evaluator	6 – 6,9	2.33	.516	4.764 (3, 124)	<i>p</i> <.05
	7 – 7,9	2.00	.725		
	8 – 8,9	2.05	.653		
	9 - 10	2.52	.602		

Students with lowest and highest average grade emphasize less the importance of evaluator role than others. There is statistically important difference between the students with highest average grade and students with average grade between 7 and 9. Students with average grade between 7 and 9 emphasize more the importance of evaluator role than students with highest average grade. For students with highest and lowest average grade this is less important role. It seems like that for students with highest average grade grades are not the measure for knowledge that they possess. It is possible that they have developed mechanisms for self-evaluation as they developed inner motivation.

Our next research task refers to research of preferences of teachers' roles through certain indicators for each role separately. By analyzing status and meaning of certain indicators we made table of indicators independently from the teachers' role, but according to the rank of certain contents on overall indicators' list of different teachers' roles (Table 5).

**Table 5. Indicators of University teacher's roles – students' preferences (by rank)**

Indicators of University teacher's Role	M	Sd	N	Rank
I think a good teacher should always connect the knowledge that is adopted with knowledge from other areas and shows their practical application. <b>LECTURER</b>	2.54	.698	128	1
I most appreciate teacher that promotes and maintains the attention of students during the lesson. <b>MOTIVATOR</b>	2.38	.710	128	2
I believe the most important for a teacher is to contribute to comprehension and understanding the exposed. <b>MOTIVATOR</b>	2.37	.774	128	3
I believe it is the most important that the teacher is fair in grading. <b>EVALUATOR</b>	2.36	.771	128	4
The most important thing is that a teacher well presents material. <b>LECTURER</b>	2.33	.711	128	5
Most importantly, the teacher should encourage existing and develop new interests of students. <b>MOTIVATOR</b>	2.27	.695	128	6
The most important thing to me is that the teacher follows the development of her/his discipline and brings innovations to the subject. <b>EXPERT</b>	2.27	.818	128	7
The most important thing is that the teacher is always well prepared coming to class. <b>ORGANIZER</b>	2.20	.787	128	8
I appreciate the most the teachers who provide support for students when it is needed. <b>PARTNER IN AFFECTIVE INTERACTION</b>	2.18	.747	128	9
Teacher should enjoy the respect on the basis of her/his knowledge. <b>EXPERT</b>	2.14	.811	128	10
The most important thing is that the teacher gives feedback on students work and their success. <b>EVALUATOR</b>	2.12	.813	128	11
The most important thing to me is that the teacher repeats and emphasizes what is important during the class. <b>LECTURER</b>	2.11	.806	128	12
I think a good teacher is the one who monitors and evaluates the work of students throughout the year. <b>EVALUATOR</b>	2.08	.800	128	13
I most appreciate teachers that value the opinion of students about what is done in class. <b>COMMUNICATOR</b>	2.07	.775	128	14
I most appreciate teachers who encourage students to post questions and patiently answer them. <b>COMMUNICATOR</b>	2.05	.767	128	15
The most important for the teacher is to set an objective of the lesson. <b>ORGANIZER</b>	2.05	.787	128	16
The most important thing is that the teacher encourages students to the discussion. <b>COMMUNICATOR</b>	2.02	.827	128	17
I believe it is important that the teacher plans the content, methods, activities and time for the realization of hours. <b>ORGANIZER</b>	2.00	.784	128	18
Most importantly, the teacher should contribute to the positive atmosphere in class. <b>REGULATOR OF SOCIAL RELATIONS</b>	1.96	.767	128	19
I believe that the most important is for the teacher to have good relationship with her/his students. <b>REGULATOR OF SOCIAL RELATIONS</b>	1.90	.751	128	20
I believe it is important that the teacher recognizes and respects the different ways in which students learn, their academic and intellectual competencies. <b>COGNITIVE DIAGNOSTICIAN</b>	1.84	.781	128	21
I most appreciate the teachers who know the answers to various student questions. <b>EXPERT</b>	1.82	.798	128	22
The most important for a teacher is to emphasize merit, encourage students. <b>PARTNER IN AFFECTIVE INTERACTION</b>	1.79	.717	128	23
Most importantly, the teacher should recognize individual differences in abilities of students, their preferences and potentials. <b>COGNITIVE DIAGNOSTICIAN</b>	1.73	.748	128	24
The most important thing is that teacher formulates her/his demands in accordance with the perceived capabilities of students. <b>COGNITIVE DIAGNOSTICIAN</b>	1.72	.763	128	25
I believe it is the most important that the teacher encourages collaboration between students and contributes to the development of good relations between	1.67	.754	128	26



them. <b>REGULATOR OF SOCIAL RELATIONS</b>				
The most important thing is that the teacher appreciates the emotional states and needs of students. <b>PARTNER IN AFFECTIVE INTERACTION</b>	1.45	.650	128	27

Results in Table 5 show that some of the teachers' roles changed their place in the rank. Motivation role of a teacher is at the first place, and the role of a lecturer is right behind. It is obvious that the role of a teacher as motivator is more preferred among our students than one could conclude from the results from our first scale, where motivator role is at the fifth place on the rang list of preferred teachers' roles. This result can be interpreted in different ways. One of it is that maybe the content of motivator role of a teacher was not clear in the previous scale. We prefer to interpret this result such as impossibility to observe lecturer and motivator role separately: if a teacher is good lecturer s/he is also good motivator – s/he stimulates and keeps attention among students during the class, develops the will to understand and learn the content, and in that way stimulates present and develops new interests among students.

Surprisingly, this time too, roles of regulator of social relations, partner in affective interaction, cognitive diagnostician were at the bottom of the list. It looks like it is more expected from University teacher to be scientist, expert in her/his field and that s/he motivates people that learn from her/him and that are studying for their future profession by her/his authority based on that.

We assumed that preferences of certain indicators of teachers' roles could depend from: students' gender, year at the faculty, average grade and department. Among measured variables, three of them show certain correlation with examined phenomena: year of study, average grade and department.

By using One-Way ANOVA and Post hoc analysis (LSD) we determined that there are statistically important differences according to the year of study in preferences for following University teachers' roles: evaluator, cognitive diagnostician and partner in affective interaction (Table 6).

**Table 6. Preference of indicators of University teacher's roles in regard to year of study**

Indicator of Role	Year of Study	M	Sd	F-test (df)	
The most important thing is that the teacher gives feedback on students work and their success. <b>EVALUATOR</b>	First	1.30	.483	6.298 (3, 124)	<i>p</i> <.01
	Second	1.71	.825		
	Third	2.23	.812		
	Fourth	2.28	.756		
Most importantly, the teacher should recognize individual differences in abilities of students, their preferences and potentials. <b>COGNITIVE DIAGNOSTICIAN</b>	First	1.10	.316	3.228 (3, 124)	<i>p</i> <.05
	Second	1.57	.756		
	Third	1.84	.688		
	Fourth	1.80	.792		
The most important for a teacher is to emphasize merit, encourage students. <b>PARTNER IN AFFECTIVE INTERACTION</b>	First	1.30	.483	2.863 (3, 124)	<i>p</i> <.05
	Second	1.57	.646		
	Third	1.95	.754		
	Fourth	1.80	.703		

Senior students prefer more those aspects of teachers' roles that emphasize recognition and respect of individual differences, giving feedback and in that sense



emphasizing merits, encouraging and stimulating students for further work. Senior students are more experienced students that have consciousness about importance of constructive feedback and stimulation from teacher for their success in studying.

By using One-Way ANOVA and Post hoc analysis (LSD) we determined that there are statistically important differences in preferences of indicators of University teachers' roles as evaluator according to the average grade of our students (Table 7). Students with highest average grade prefer less the dimension of this role that refers to the fact that teacher should know the answers on different students' questions than other groups of students. This finding can be understood that students with best grades do not expect given solutions from teachers, but only ways and directions towards them.

**Table 7. Preference of indicators of University teacher's roles in regard to average grade**

Indicator of Role	Average grade	M	Sd	F-test (df)	
I most appreciate the teachers who know the answers to various student questions. <b>EXPERT</b>	6 - 6,9	2.17	.753	3.211 (3, 124)	<i>p</i> < .05
	7 - 7,9	1.83	.841		
	8 - 8,9	1.98	.771		
	9 - 10	1.38	.590		

Analyze of t-test for independent samples showed that there is statistically important difference between students in preferences of indicators of University teachers' roles according to the department (study group) (Table 8). Students were divided in two groups, by separating students of Andragogy, Pedagogy and Psychology, because we assume that their pre-knowledge can affect differences in preferred teacher's roles.

**Table 8. Preference of indicators of University teacher's roles in regard to different study group**

Indicator of Role	Study group	M	Sd	t-test (df)	
The most important thing to me is that the teacher repeats and emphasizes what is important during the class. <b>LECTURER</b>	First group	1.93	.773	2.235 (126)	<i>p</i> < .05
	Second group	2.24	.808		
The most important thing is that a teacher presents material well. <b>LECTURER</b>	First group	2.17	.720	2.228 (126)	<i>p</i> < .05
	Second group	2.45	.685		
Teacher should enjoy the respect on the basis of her/his knowledge. <b>EXPERT</b>	First group	1.93	.797	2.618 (126)	<i>p</i> = .01
	Second group	2.30	.789		
The most important thing is that the teacher appreciates the emotional states and needs of students. <b>PARTNER IN AFFECTIVE INTERACTION</b>	First group	1.61	.685	2.517 (126)	<i>p</i> < .05
	Second group	1.32	.599		

Students from the second group (Sociology, Philosophy, Ethnology and Anthropology, History of Art, Archeology, History, and Classic sciences) more than the students from the first group (Andragogy, Pedagogy, Psychology) prefer the role of the



teacher as a lecturer and expert. On the other hand, students from the first group prefer more the role of a teacher that is at the last place in both ranks – role of a partner in affective communication. The question raised here is: do these differences in preferences for teachers' roles appear as a result of knowledge about them? Precisely: are three teachers' roles ranks at the bottom of the list less preferred than others because of the lack of knowledge about their meaning and importance?

### Instead of conclusion

Students' preferences may present good base for defining one of the possible profiles of a successful University teacher. According to the results of our survey s/he is: expert in her/his field, that permanently develops and introduces novelties in her/his subject. S/he connects gained knowledge with knowledge from other fields and points out its practical use. By successfully presented content, s/he stimulates and keeps attention of students during the class. S/he stimulates students to understand and to learn the content, and at the same time, stimulates existing and developing new interests among them. S/he comes to the class well prepared and s/he is fair in assessment of students' achievements. When student need help s/he gives it. How much effort is needed to achieve this?

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*Contributors' surnames appear in capital letters.*

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