Latent Structure of the Curriculum for Primary Teacher Education in Serbia

Abstract

This paper attempts to determine the latent structure of the curriculum for primary school teacher education in the first cycle of studies at Serbian teacher training and education faculties. By applying the factor analysis into the first level of teacher education, four latent dimensions could be identified that could be nominated as General Education, Basic Education, Methodological Education, Specific Education, and one bipolar factor. The results indicate that learning outcomes and competences in certain fields of instruction should be re-examined and re-directed in line with the experience of the EU countries in order to harmonize and modernize the curriculum for primary teacher education in Serbia.

Keywords: education, class teacher, latent structure.

Introduction

One of the objectives of the Bologna Declaration is the promotion of the necessary European dimensions in higher education, particularly regarding the development of curriculum, inter-institutional cooperation, mobility schemes and integrated programs of study, training and research. Teachers in Europe are educated in a wide variety of institutes and by a wide range of curriculum models. The quality of teachers in Europe varies from country to country. Certain countries have developed and implemented education standards (or related concepts), while other countries do not yet have official standards (ATEE, 2006). The main aim of teacher education throughout Europe is the same – the education of teachers.