

programmes. Since in our research we focused only on one dimension of teacher efficacy, i.e., pre-service teachers' teaching self-efficacy, in future studies other dimensions, like outcome expectancy, should be investigated. Also, including a qualitative study approach in the form of interview or students' reflective journals, should be considered.

Acknowledgements

This article is a result of the bilateral cooperation project *Assumptions and possibilities of developing innovative models of teaching for accomplishing transparency of university education and for raising competitiveness in national and international knowledge markets*, realized and financed by the University of Kragujevac, Faculty of Education, Jagodina (Republic of Serbia), and the University of Primorska, Faculty of Education, Koper (Republic of Slovenia), in the period 2017–2019.

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