TeComp

Strengthening Teaching Competences
in Higher Education
in Natural and Mathematical Sciences

Co-funded by the
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Internal Quality Assurance report

Period from

May 14th- November 14th, 2021

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Project acronym:	**TeComp**
Project full title:	**Strengthening Teaching Competences in Higher Education in Natural and Mathematical Sciences**
Project No:	598434-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
Number of grant contracts	2018-2467/001-001
Web address of project	www.tecomp.ni.ac.rs
Funding Scheme:	Erasmus+
Coordinator Institution:	University of Nis
Coordinator:	Prof. dr Jelena Ignjatović
Project duration:	15.11.2018. – 14.11.2022
Work package:	WP5 – Quality assurance and monitoring
Lead organization of WP5:	University of Korce
	Activity 5.3 Internal QA reports
Version of the document:	second
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Introduction

REPORT - UNI

Winter and summer semester 2020/2021

At the beginning of the 2020/2021 academic year, the situation with Covid 19 was somewhat more favorable, but it was still not good, which is why classes continued to take place online. The exception was the teaching in the first year of study, which was initially performed face-to-face, while students who could not physically attend classes (there were also those Covid 19 infected) were allowed to attend those classes online. However, in the middle of the winter semester, the situation with Covid 19 worsened, and for that reason, first-year students also had to switch to online teaching. Complete online teaching lasted until the end of the winter semester and throughout the summer semester of the academic year 2020/2021. Practical exercises in laboratories were still held face-to-face. All exams were taken face-to-face, but some pre-examination obligations included online testing.

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Quality Assurance Check List for Review of Deliverable: Activities 2.2, 2.4, 3.2, 3.3, 3.5, 3.6, 3.7, 7.3
QAMB reviewer(s): Zorana Jančić

Assurance point	Issues to be addressed	Assessment	Comments	Recommendations
1.Complience with the objective of TeComp	Does the deliverable comply with the overall objectives of the project?	☒ yes ☐ no ☐ partially	/	/
2. Compliance with the specific objectives of the workpackage	Does the deliverables comply with the WP Objectives as specified in the WP description?	☒ yes ☐ no ☐ partially	/	/
3. Correspondence with the description of work of the relevant activity	Does the deliverable correspond with the activity description as specified in the Application Form?	☒ yes ☐ no ☐ partially	/	/
4. Compliance with the deliverables format	Is the deliverable presented using the Project's deliverable format	☒ yes ☐ no	/	/
5. Adequacy of complementary information	Examples of complementary info: External sources used Bibliography List of contacts Methodology used (i.e. for surveys)	☒ yes ☐ no	/	/
6. Adequacy of written language	Level of written English	☐ excellent ☒ adequate ☐ poor	/	/
Overall assessment and suggestions for improvement			To be more rigorous in communication	
Date of Quality Assurance performed by QAMB reviewers: December 11th, 2021				
Deadline for submission of amended version of the deliverables: November 30th ,2021				

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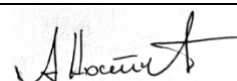**QAMB reviewer(s): Aleksandar Nastić**

Assurance point	Issues to be addressed	Assessment	Comments	Recommendations
1.Complience with the objective of TeComp	Does the deliverable comply with the overall objectives of the project?	☒ yes ☐ no ☐ partially	/	/
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Overall assessment and suggestions for improvement				
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REPORT – UB

Winter and summer semester 2020/2021

As far as the Faculty of Biology is concerned, teachers have had Google Classroom and other Google platforms at their disposal for many years, the use of which has significantly intensified since the beginning of the COVID-19 virus pandemic and the general transition to online teaching. Thus, this software platform was used to distribute materials created through courses such as "Educational Interaction and Communication in Higher Education" or training organized by colleagues from the University of Banska Bystrica, Oviedo, Granada, and Ostrava. In this way, more than ten courses at the basic, master's, and Ph.D. levels of study were improved at the Faculty of Biology, University of Belgrade, including courses in animal physiology, endocrinology, genetics, morphology, and phylogeny of animals, botany,…

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QAMB reviewer(s): Nebojša Jasnić

Assurance point	Issues to be addressed	Assessment	Comments	Recommendations
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REPORT – UNS

<u>Winter and summer semester 2020/2021</u>

Practically all the students we unofficially and officially surveyed emphasized the need for direct communication with teachers. They stated that in this way they follow lectures and exercises much more efficiently (of course, those who did not have a good enough internet connection did not even comment on it – we do not know the number of these students, but it seems that it was quite low). Teaching material alone with email consultations or a chat on the Moodle platform was by no means enough. Some of the professors tried to do so, but we urged them to switch to some kind of direct communication. Direct communication means going through the material as in normal lectures with a lot of comments and possible sketching (see note on this later). It was much easier for students than learning from the text on their own. It also included live consultations where the teacher could write or sketch something. Let us now describe computer programs that were used for that. But in all these possibilities, the most sensitive thing was the feedback of the students. Namely, at the lecture, the lecturer sees faces, hears mumbling (due to misunderstanding, mostly), immediately reacts when someone wants to ask something... There is simply no such thing here. Reading of student's writings in the chat takes a lot of time and a continuity of the teaching process is lost. The teacher can't watch faces even though he has a video connection to students because she/he should be focused on technology. In front of the board, the teacher acts much more naturally. That might be practiced, but again it is only possible to see a small number of faces on the screen compared to the classroom. The electronic raising of hands is practically useless due to the same reasons as for chatting - while the teacher sees the hand, the lecture has already moved away from the point to which the question referred for a few minutes ago. Voice interruption (especially if there are many students) can be unpleasant for both the teacher and other listeners because it comes unannounced while students are concentrated on adopting the material presented by the teacher. But it's still the best option, it seems. It is extremely important here how many students there are in the group.

UNS

Quality Assurance Check List for Review of Deliverable: Activities 2.2, 2.4, 3.2, 3.3, 3.5, 3.6, 3.7, 7.3

QAMB reviewer(s): Zorana Lužanin

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1.Complience with the objective of TeComp	Does the deliverable comply with the overall objectives of the project?	☒ yes ☐ no ☐ partially	/	/
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4. Compliance with the deliverables format	Is the deliverable presented using the Project's deliverable format	☒ yes ☐ no	/	/
5. Adequacy of complementary information	Examples of complementary info: External sources used Bibliography List of contacts Methodology used (i.e. for surveys)	☒ yes ☐ no	The deliverables are specify for TeComp project with no sourced indicated.	/
6. Adequacy of written language	Level of written English	☐ excellent ☒ adequate ☐ poor	/	/
Overall assessment and suggestions for improvement				
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REPORT – UNIKG

Winter and summer semester 2020/2021

Because of the serious situation of pandemics during the whole school year, lectures were conducted online, except for experimental exercises, which were dominantly conducted by faculty in laboratories. After the one-semester experience with online teaching, some rules were adopted. Two platforms were recommended, MS Teams and Moodle. Each faculty staff member had an obligation to use an official Microsoft Office 365 account and an official faculty e-mail for professional communication was created for each student (approximately 1200 students). Also, Microsoft Office 365 account and faculty e-mail in a standardized form. All courses were organized in teams where online teaching materials (books, scripts, videos, and presentations) were available and usually, all communications with professors, assistants, and students took place there, and sometimes by e-mail. In some courses, there was online homework and test with appropriate feedback. Student evaluation (survey questionnaire) of the teaching and learning process during this school year shows that students highly appreciated the availability of different kinds of teaching material, specially recorded lectures, and exercises. Students witness that this gives them the opportunity to learn with its individual tempo. Interaction between professors and students during online classes was characterized as the weakest point of online classes, both among students and professors.

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UNIKG

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QAMB reviewer(s): Slađana Dimitrijević

Assurance point	Issues to be addressed	Assessment	Comments	Recommendations
1.Complience with the objective of TeComp	Does the deliverable comply with the overall objectives of the project?	[x] yes □ no □ partially	/	/
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REPORT – ECUG

Winter and summer semester 2020/2021

With the deterioration of the pandemic situation, the academic year 2020 – 2021 was attended entirely online. Having the experience of a previous semester, it was easier for teachers and students to adapt to the online process. This time MS Teams was the mandatory platform, by decision of the Senate, to facilitate the learning process.

Office 365 package was used for official communication via email in Outlook within the University as well as for storing One Drive documents for academic staff and students. User manuals were made available to staff and students on the official website of the university.

Instructional videos or recordings of online classes continued to be available to students who, for various reasons, were unable to attend certain online classes.

The whole process starting with lectures, seminars, assignment evaluation, laboratory and practical hours and formative evaluation were made possible online. The summative assessment continued to be carried out online via Teams and even Clean Score platform which boosted the student's credibility and facilitated the pedagogue's efforts regarding the correction of the summative tasks. Among other things, students were given access to JSTORE library, a golden opportunity to utilize the necessary literature from home. Online learning made it possible for students to learn at their own pace, choosing the most appropriate time to study. Instructional videos and other recordings gave them the opportunity to follow the explanatory material more than once which did not happen in physical learning.

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QAMB reviewer(s): Romeo Mano

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REPORT – UNIKO

Winter and summer semester 2020/2021

Because of the serious situation of the covid- 19 pandemics during the 2020- 2021 academic year, all classes were conducted online. UNIKO now being more experienced in online teaching, adopted some new. One unique platform was used, it being MS Teams. Each staff member was provided with an official Microsoft Office 365 account and official faculty e-mail in Outlook. Also, for each student a Microsoft Office 365 account and faculty e-mail was created fallowing the same standard. All courses were organized in MS Teams, where online teaching materials (books, videos and presentations) were uploaded. It also served as a platform where the communications of the students with the professors took place.

With this platform, teachers and students' communication was more organized. The platform made it possible to check on students' knowledge in different ways. MS Forms was a tool of this platform which created the possibility not only to test students with quick tests but also to receive feedback from them in real time for different issues of the course. Moreover, MS Teams created the possibility to add evaluation rubrics to the course assignments, which also helped the students to make a self- evaluation of their work.

At the end of the academic year, the students of our faculty gave an evaluation of the teaching and learning process during online learning via survey. They "graded" the quality of the learning material and the efficacity of the used tools with points 1 to 5. As shown in figure 1, most of the students were pleased with the amount, diversity and quality of the teaching materials and have evaluated the efficiency of the online tools with maximum points.

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QAMB reviewer(s): Ardian Cerava

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