



End-term questionnaires for students

On the quality of teaching

July 2021

Needs analysis study programs 2020/21

Introduction

All universities' evaluations of all courses and teachers are regularly organized every semester, and we used these evaluations to compare students' opinions about teachers and courses before and after the pandemic.

In the following table evaluations of teachers' performance are given in school years 2020/21. We calculated the average of evaluation marks in school years (semesters) before the pandemic and during the pandemic when the new methods were performed. Since the grades were in different ranges, we made unifications on a scale [1,5]. Since another scale was [5,10], we used the formula $f(x)=5-((10-x)*4/5)$ to obtain a number in scale [1,5]. In the calculations, it was important to have data from at least one semester before the pandemic and one semester during the pandemic. Finally, we use the average in years before the pandemic and years during the pandemic when the new methodology of teaching (online) is used.

	2020/21
UNI biology	4.58
UNI chemistry	4.44
UNI geography	4.50



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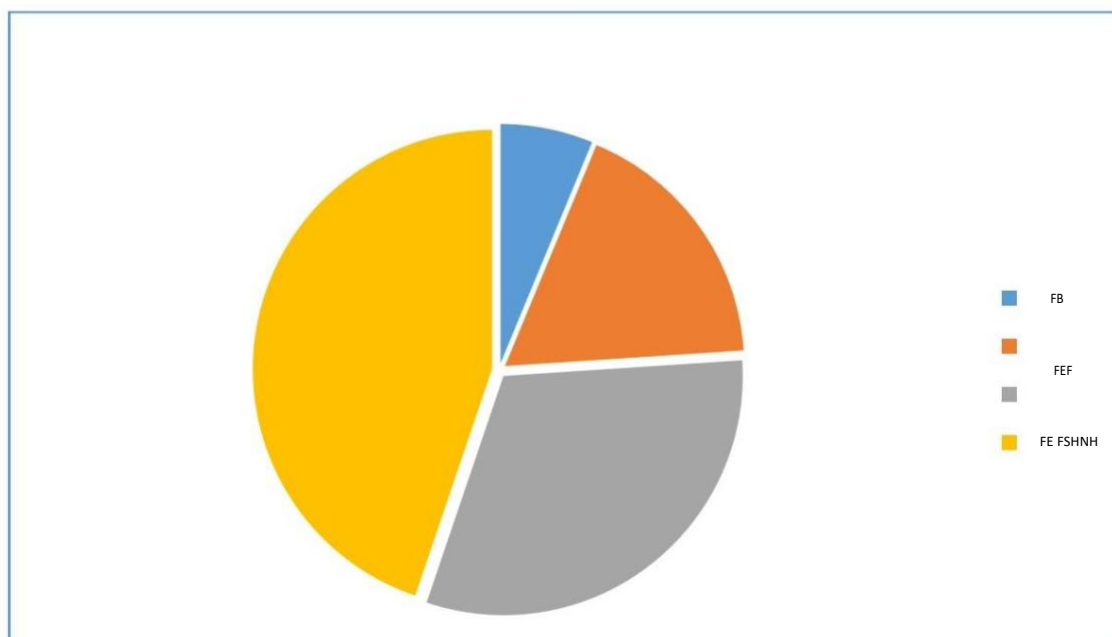
"FAN S. NOLI" UNIVERSITY, KORÇE DEPARTMENT

OF CURRICULUM, QUALITY ASSURANCE AND SCIENTIFIC RESEARCH SECTOR OF CURRICULUM AND
QUALITY ASSURANCE Korça, on 27/11/2020

ONLINE LEARNING QUESTIONNAIRE REPORT NOVEMBER 2020

In the framework of the progress of the learning process through "ONLINE" platforms
The Curriculum and Quality Assurance Sector has prepared the questionnaire for ONLINE learning, which is a preliminary questionnaire that was sent to a limited number of students to find out the problems of online learning; after that it will be redistributed to all students.

- The questionnaire was completed by 53 students, 3 of whom were from the Faculty of Agriculture, 9 from the Faculty of Education and Philology, 16 from the Faculty of Economics and 23 from the Faculty of Natural Sciences and Humanities.



Regarding the study program, 8 were 2-year professional programs, 36 bachelor's and 9 master's,

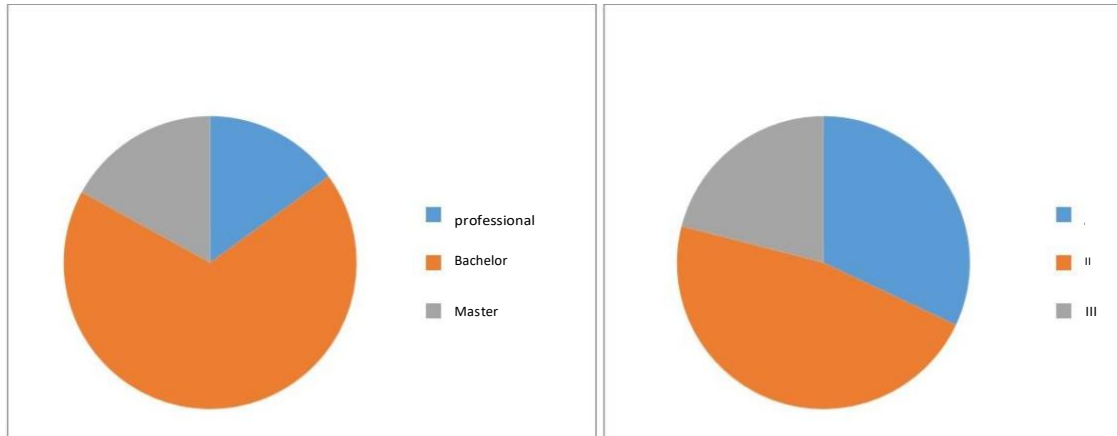


respectively 17 in the first year, 25 in the second year, 11 in the third year

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Promenade "Rilindasi", Tel. 082 242230, www.unkorce.edu.al, rektorati@unkorce.edu.al

Study program

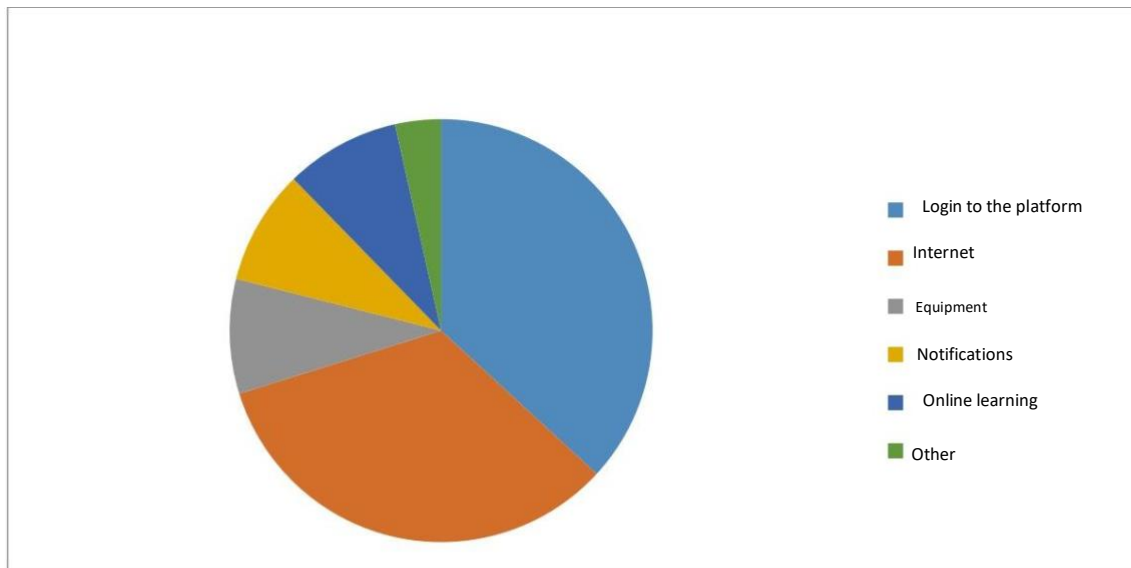


Almost 99% of participating students answered that online learning is developed regularly, with some problems mainly in the first days of online learning.

Difficulties and problems encountered

62% of the participating students encountered various problems or difficulties, among which the most important and most mentioned ones are listed below:

1. As the main problem most mentioned and encountered by 21% of the participating students, recognition and access to the platform, especially in the first days, until the students have adapted and learned how to use it, has been identified.
2. The second can be listed the problem of connecting to the Internet and the main cause of the disconnection of the voice due to the quality of the Internet of each student, which has also affected the incorrect understanding of what is being communicated, also not all students have had the opportunity to access the Internet, this problem is present at the level of 19%.
3. Another problem is the equipment that students use, where not everyone can have a quality desktop or laptop computer or smart phone to be able to easily use the platform, this problem was listed by 5% of participating students
4. The lack of announcements has been described as problematic in some cases (5% of students), for example the announcement about the start of classes and how to join online classes.
5. Online learning in general is rated by about 5% of students as not accessible or as effective as in the classroom
6. Likewise, students with the same or similar first and last names had a problem when they were selected by the lecturers in the creation of groups, 2% of them were included in the wrong groups



As concrete problems encountered, students mainly list access to the platform, and accessing the Internet, and then the lack of equipment, lack of information, etc.

Undeveloped subjects

35% of the students answered that in some of the subjects they have not yet developed lessons and listed them as follows:

- Visual arts and performing arts
- The art of kinetics and game methodology
- Musical education
- Laboratory for professional training
- Design, documentation and evaluation
- Developmental psychopathology
- Sociology of organizations
- Social psychology
- Informatics
- Archaeology
- English
- Financial Accounting
- Applied mathematics
- Cultural bases of education

Regardless of the subjects listed, we can say that some of them have not been completed due to technical issues, since their completion online is difficult due to the form of explanation as well as the practical and laboratory subjects. On the other hand, a good part of the courses are taught by external lecturers who do not have access to the OFFICE 365 platform.

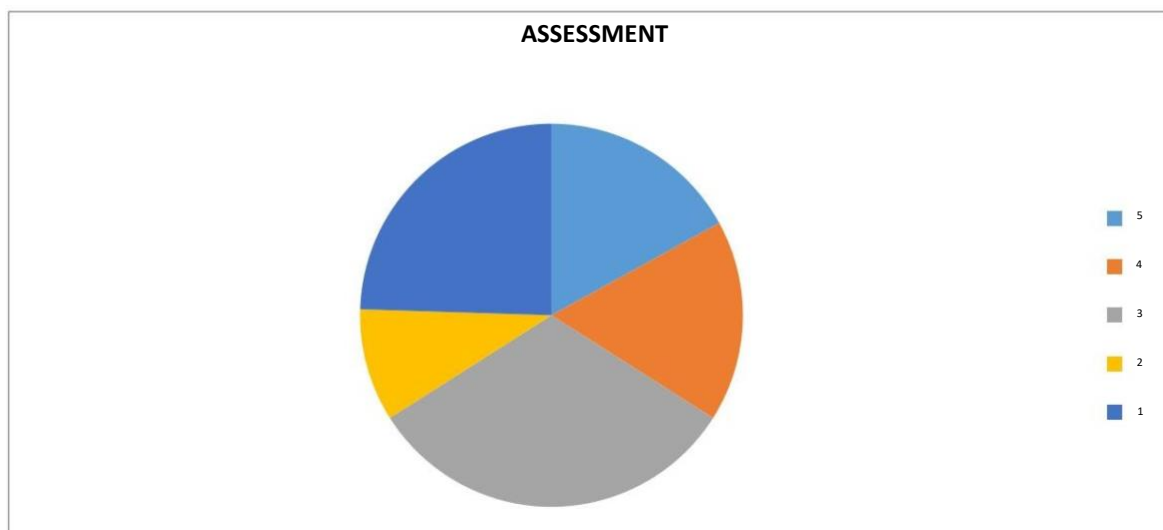
In terms of rating the online process from 1 to 5, where 1 indicates the weakest point and 5 the strongest point, the total rating was at an average level of 2.92

Expressed as a percentage:

17% rated 5 17% rated 4 32%

rated 3 9.5% rated 2 24.5%

rated 1



THOUGHTS

About 17% of students gave an additional opinion or comment about the questions above, which are found below:

9% of them expressed that they are not satisfied with the lack of internet or waves due to the destination where they live, or technology because there are several people in the family who conduct online learning and do not have a way to share devices. Online learning has been described as inefficient or a platform that has not been used before, also some have expressed that online learning is a bit difficult, especially in the exact sciences and in Mathematics.

But about 8% of them also gave positive opinions and comments, according to which interest and commitment has been shown by both the academic staff and the students, the staff is very well prepared, the commitment of the lecturers and the university is maximum, however, online learning is itself problematic.

A good part of them want to return to the auditoriums as soon as possible.

RECOMMENDATIONS FROM STUDENTS:

11% of students have given their recommendations about the questions above or about possible solutions for the listed problems, they have expressed that:

If a choice could be found where for one week there would be an online lesson and the next week in the auditorium, it would be much better, especially for the subjects of mathematics, physics, biology, chemistry, etc.

The teachers go to the school and explain the lesson as if they were in the classroom

Doing online learning on an unfamiliar platform is a bit difficult for students, but doing online learning for science subjects is even more difficult

An alternation should be made between online learning in terms of lectures or seminars and doing practical work

The use of videocall can be replaced by another method

Regarding online learning, they do not agree, especially the Biology-Chemistry study program as it is a scientific branch that needs participation and more developed teaching, especially in the exact sciences such as mathematics, physics or chemistry where there are always exercises and need a lot of explanations and online time is not only not enough but also does not give good results.

The development of seminars in the auditorium

CONCLUSIONS AND SUGGESTIONS

The purpose of the development of this questionnaire addressed in its introduction aims to bring out problems during online learning in order to take measures for improvement from the main units and basic units. ¶ **Regarding the undeveloped subjects mentioned by the students (which may have been**

solved by the basic units) it is suggested to be verified once again by the basic units so that the lesson is completed.

¶ **Regarding the development of online learning by external lecturers, because the latter do not have access to the OFFICE 365 platform, they can develop the learning through other platforms (G-Classroom, G-Meet, etc.).**

¶ **As an effective model, it is suggested to equip the UK environments, especially the Laboratories, with equipment for online learning so that the students feel like part of the audience and learn more easily, especially the subjects that require a concrete explanation on the table.**

Although the questionnaire was developed only in a part of the students to get their preliminary opinions, from their answers we understand that online learning has developed but with some problems, especially in the use of the platform or in the explanation of the exact subjects as well as in reaching the Internet or used equipment, some of the problems have been solved.

The final thoughts of the students are that despite the commitments, online learning is a temporary solution but not as effective as classroom learning.

The questionnaire will be carried out again in a larger number of students to get even more answers or to understand more about the problems that require solutions.

Curriculum and Quality Assurance Sector Evis Kapurani

A handwritten signature in blue ink, appearing to be 'Evis Kapurani'.

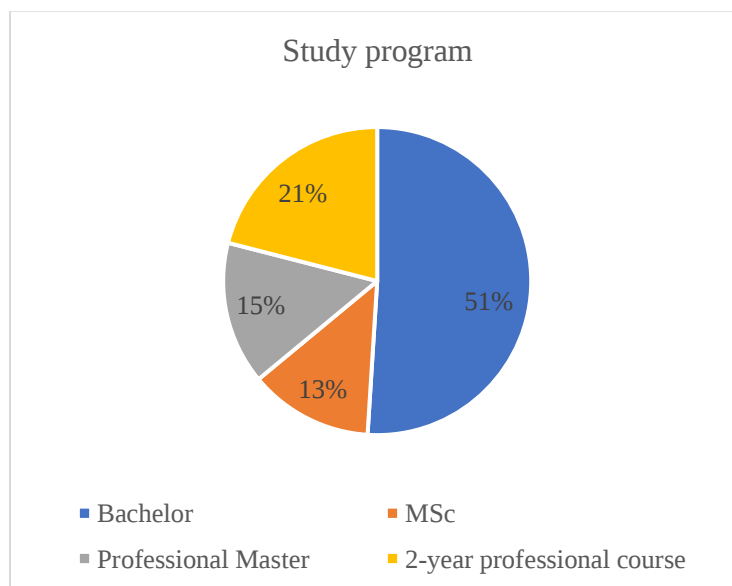


REPUBLIC OF ALBANIA
"FAN S. NOLI" UNIVERSITY
FACULTY OF NATURAL SCIENCES AND HUMANITIES

Date: september 2021

STUDENT QUESTIONNAIRE DATA REPORT
(Faculty of Natural Sciences and Humanities- FNSH)

The questionnaire was sent to personal electronic addresses and accounts in the system (ESSE 3 system) to 1269 students of FNSH of which 405 students or 31.91 % of them answered. The chart below shows the student density charts, once based on the study program and once based on the year of study.



Graph 1 . Source: survey results, author's calculations

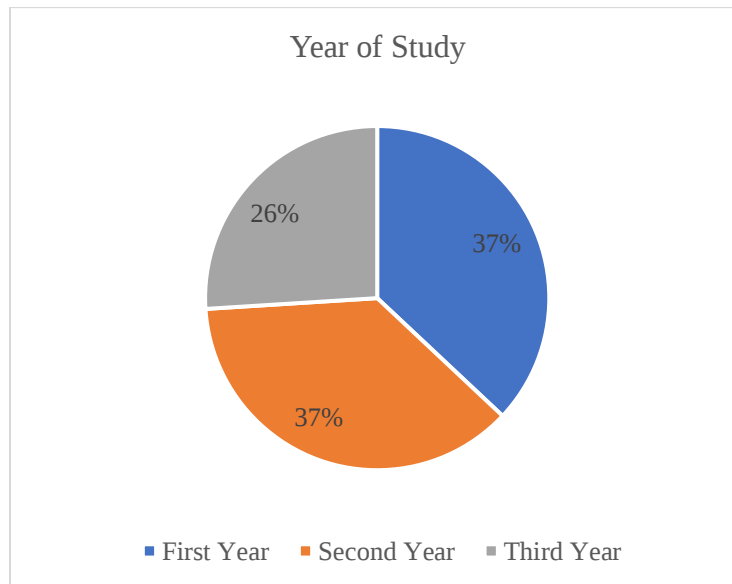


Chart 2. Source: survey results, author's calculations

The data provided by the questionnaire are presented below divided by topic and illustrated with a graph.

1. Assessments on learning materials (basic texts, exercise texts, supporting literature) made available

For the above issues, students have expressed their opinion through statements scaled from 0 to 5.

2. Evaluations on the technology used and the effectiveness of this teaching method

In this case too, the students expressed themselves through statements scaled from 0 to 5.

All student responses to the above are detailed below in Chart 3.

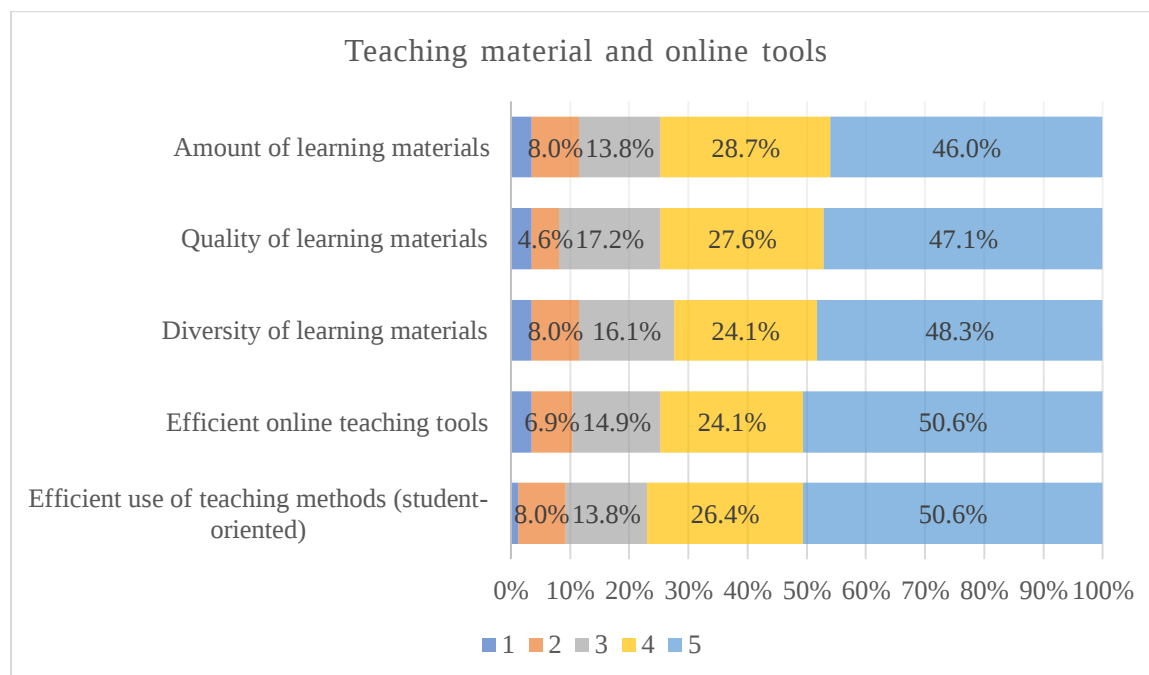


Chart 3. Source: survey results, author's calculations

3. Evaluating the performance of lecturers

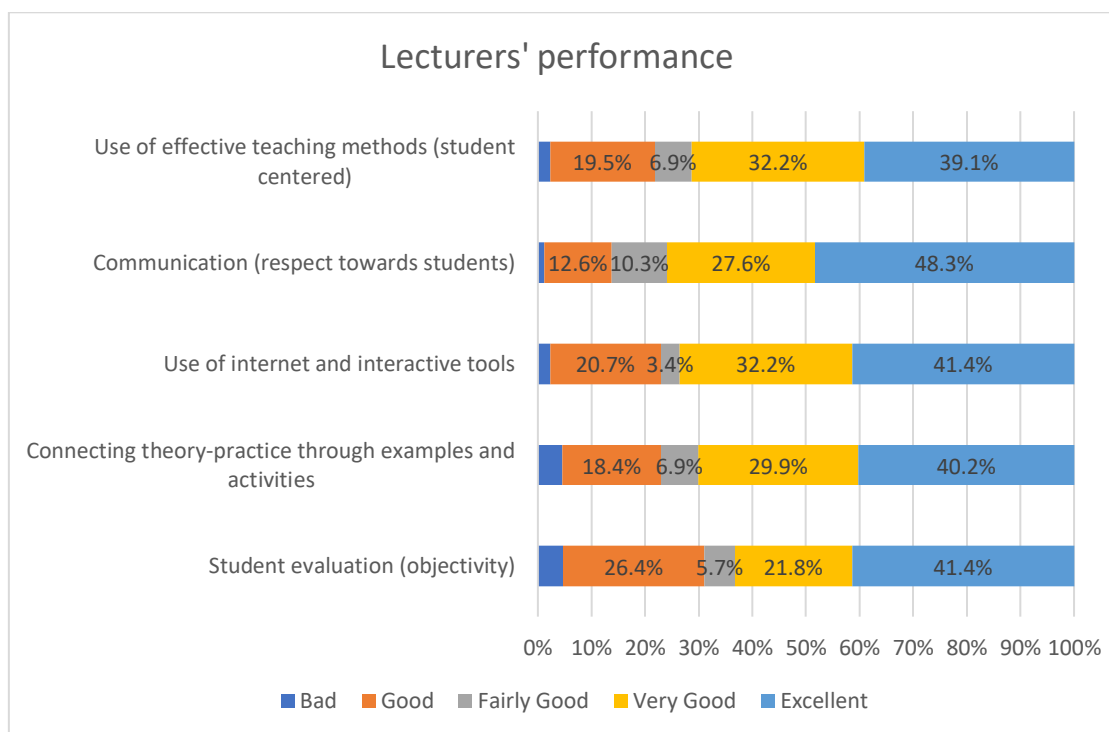


Chart 4. *Source: survey results, author's calculations*

4. About literature requested by students

From the answers of FNSH students, it appears that the majority of them are **satisfied** with the basic and additional literature that has been offered to them according to the subjects. Specifically:

- 60.9% of students affirmed that they do not need additional literature.
- 72.4% of them claim that the literature was not difficult to understand.
- 67.8% of them claim that lecturers suggest additional literature.
- 79.3% of the surveyed students agree with the opinion that the additional literature served to further deepen the knowledge about the subject.
- And 90.8% of students think that the literature that was offered to you was related to the topic that the course deals with.

Prepared by: Silvja Çobani (Internal Quality Assurance Unit, FNSH, UNIKO)

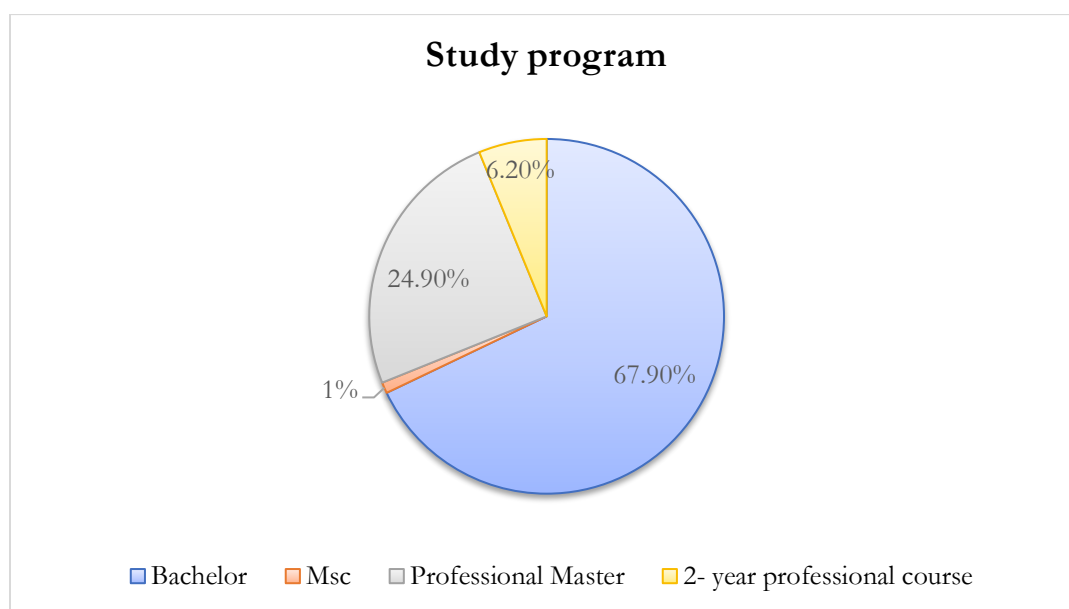


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The questionnaire was sent to personal e-mail accounts in the system to 1162 students of FNSH of which 209 students responded or approximately 18% of them, a not very significant number considering the number of students studying programs offered by our faculty.



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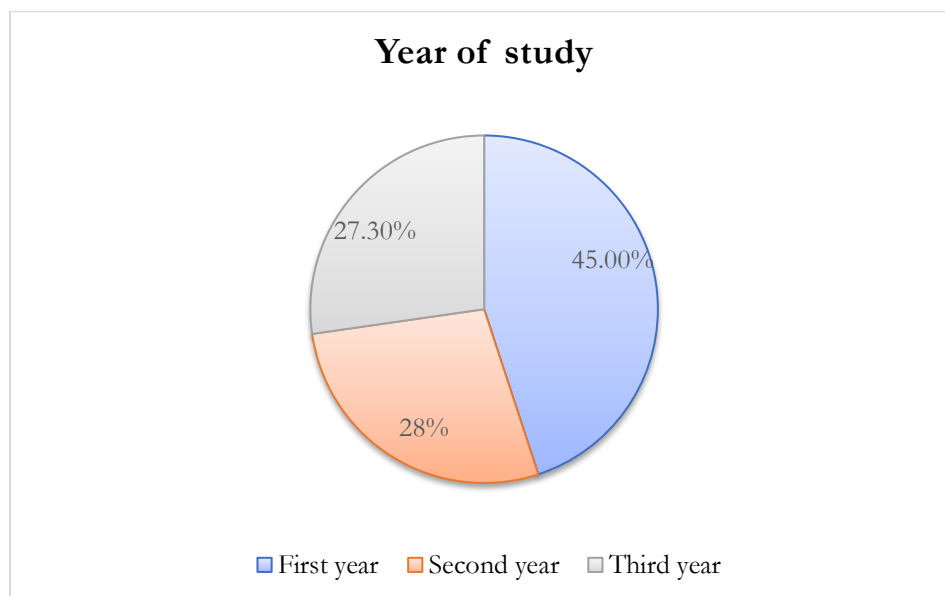


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The data provided by the questionnaire are presented below divided by topic and illustrated with a graph.

5. Assessments on the learning materials (core texts, exercise texts, supporting literature) made available and the technology used.

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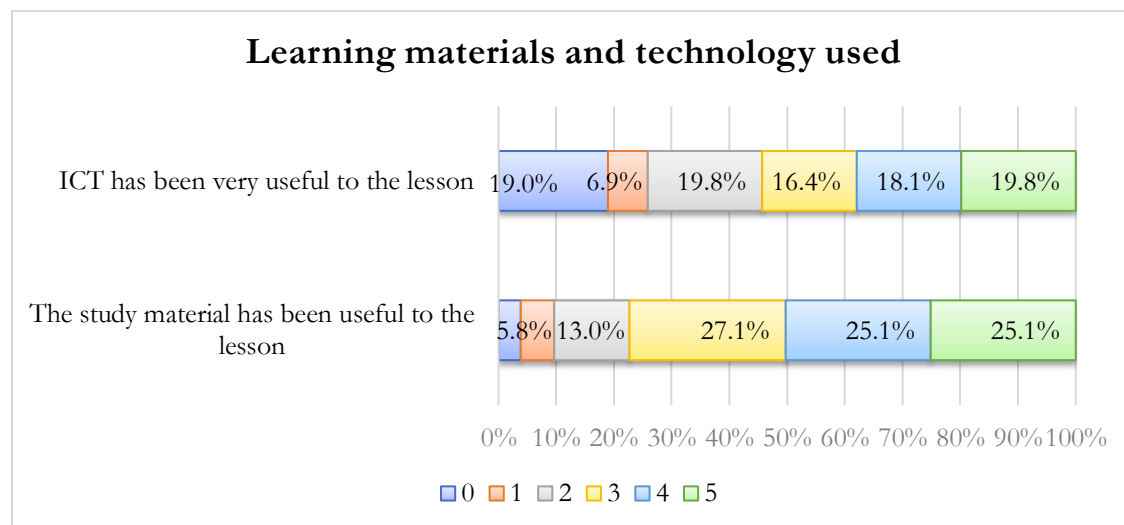


Chart 3. Source: survey results, author's calculations

6. Evaluating the performance of lecturers

The students evaluated the lecturers' performance through statements on a Likert scale (from bad to excellent).

For more detailed information on the students' assessment of the lecturers' performance, you can refer to Graph 4, presented below.

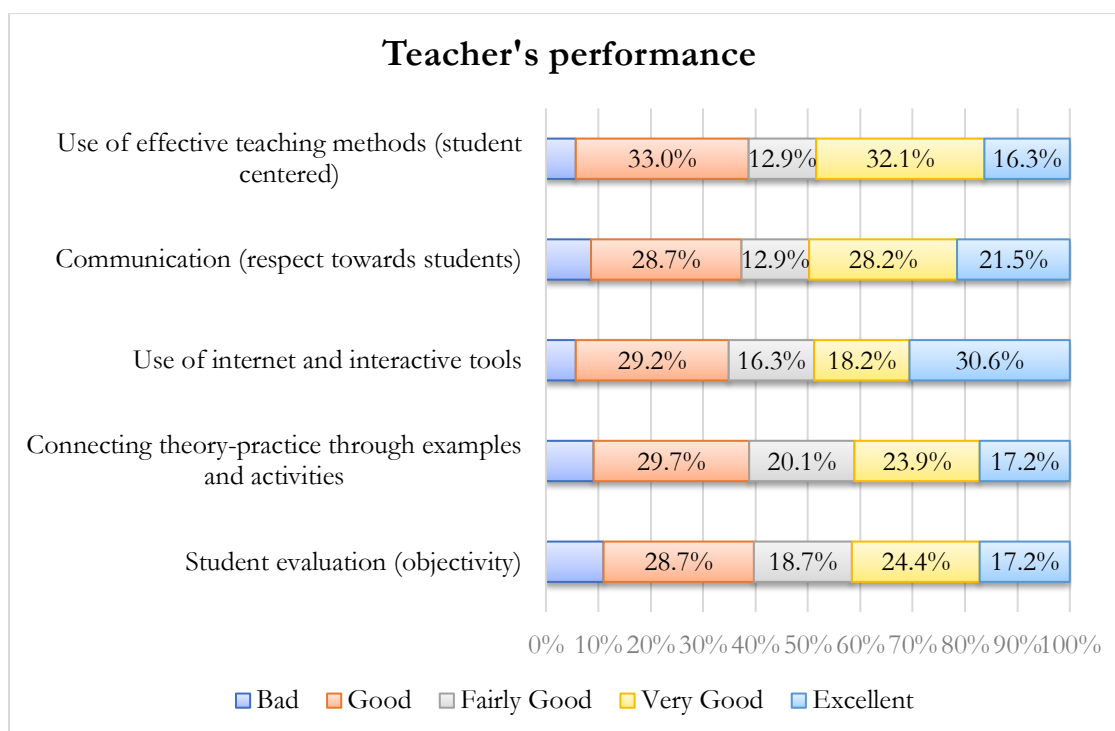


Chart 4. Source: survey results, author's calculations

7. About literature requested by students

From the answers of students of our Faculty, it appears that the majority of them are **satisfied** with the basic and additional literature that has been offered to them according to the subjects. Specifically:

- 56.5% of students affirmed that they do not need additional literature.
- 71.3% of them think that the literature has helped them deepen their knowledge.
- 87.6% of them think that the courses help them acquire the needed knowledge.

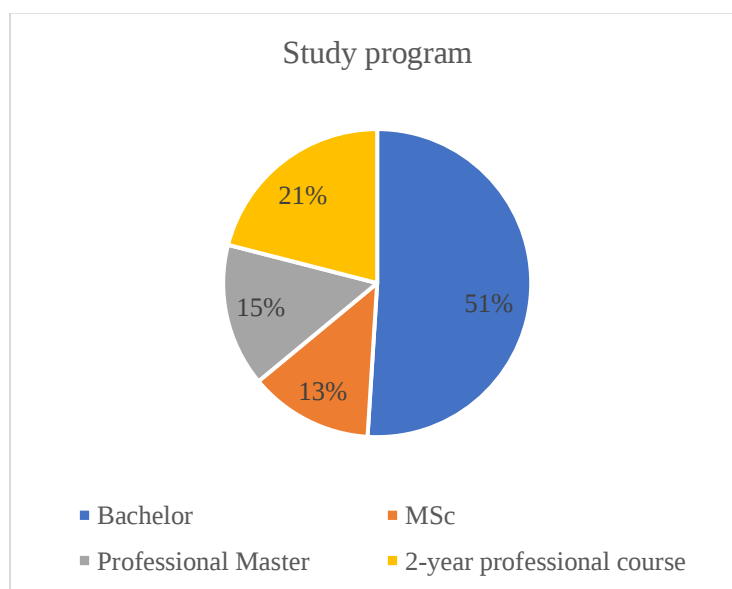


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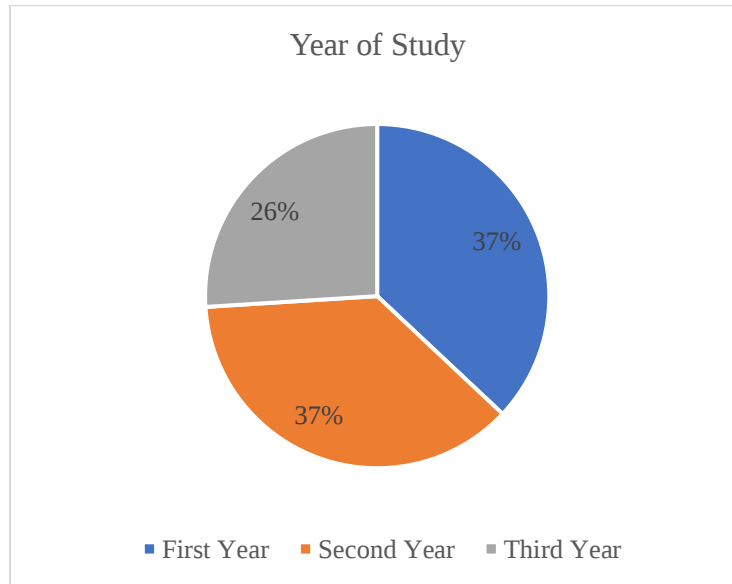


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The data provided by the questionnaire are presented below divided by topic and illustrated with a graph.

8. Assessments on learning materials (basic texts, exercise texts, supporting literature) made available

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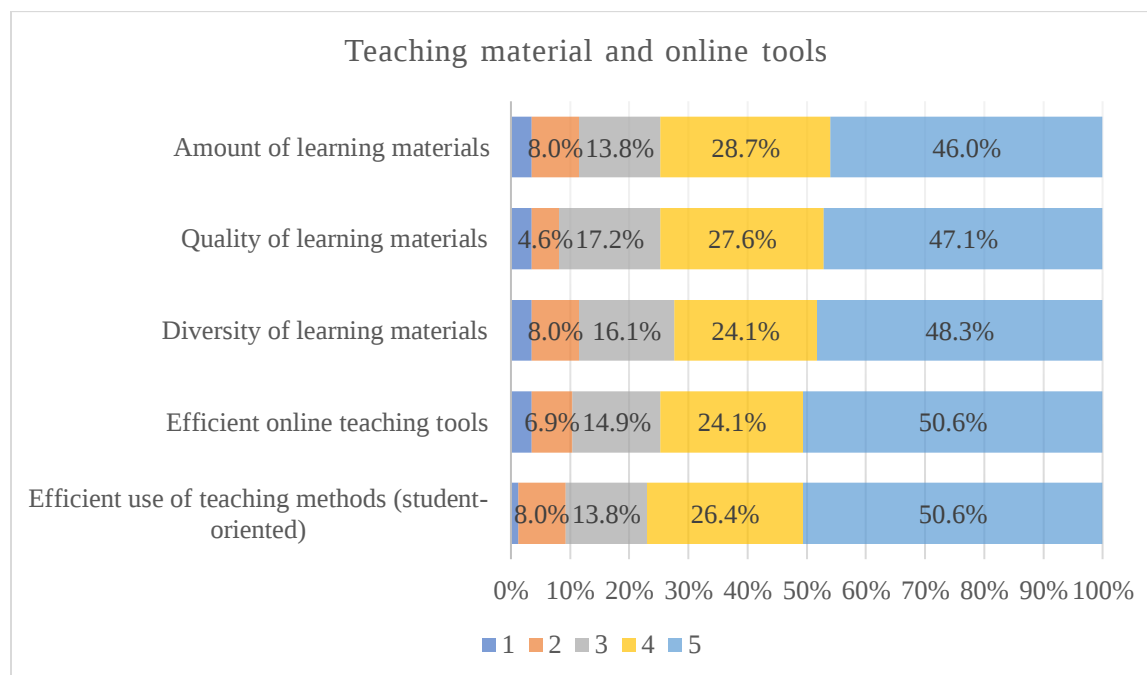


Chart 3. Source: survey results, author's calculations

10. Evaluating the performance of lecturers

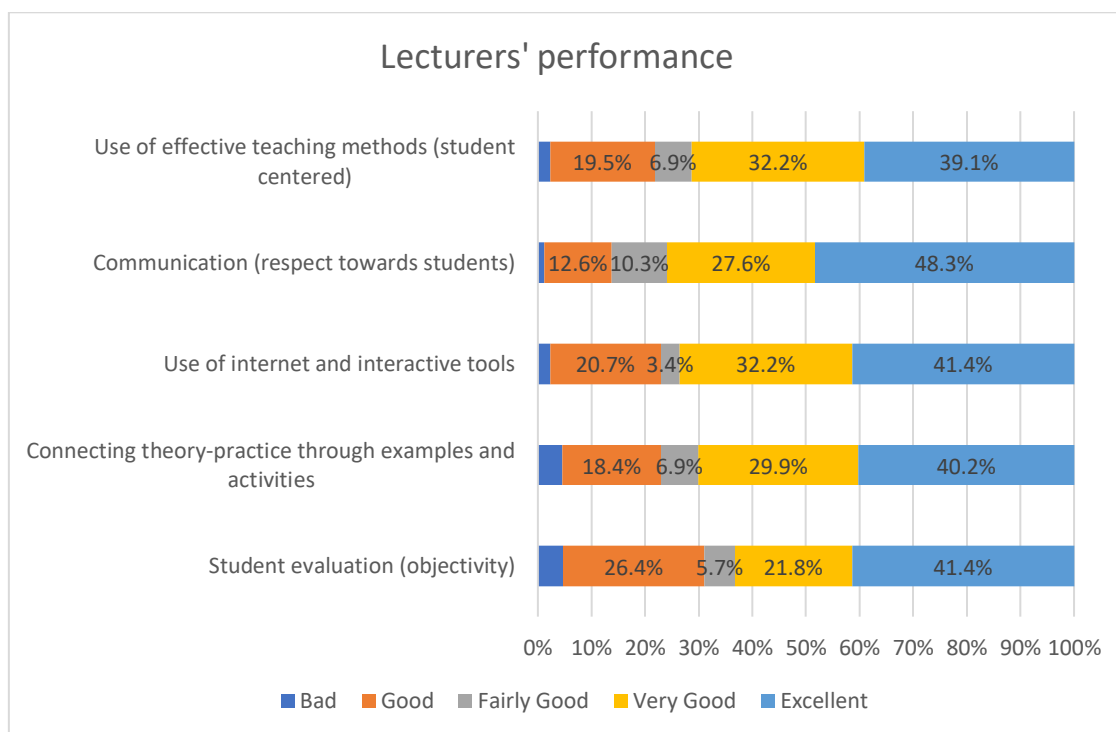


Chart 4. *Source: survey results, author's calculations*

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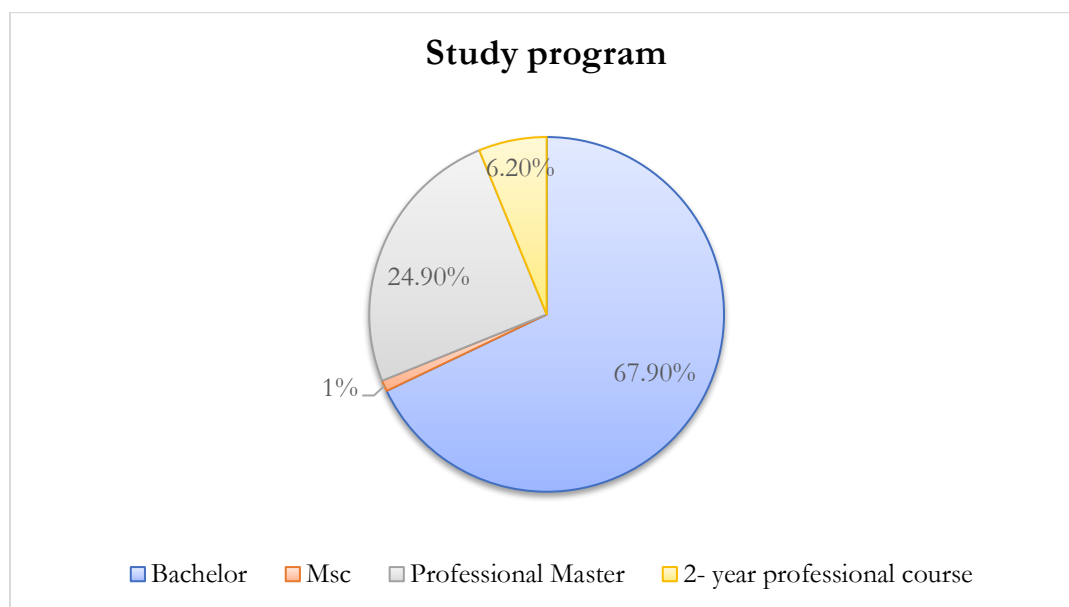


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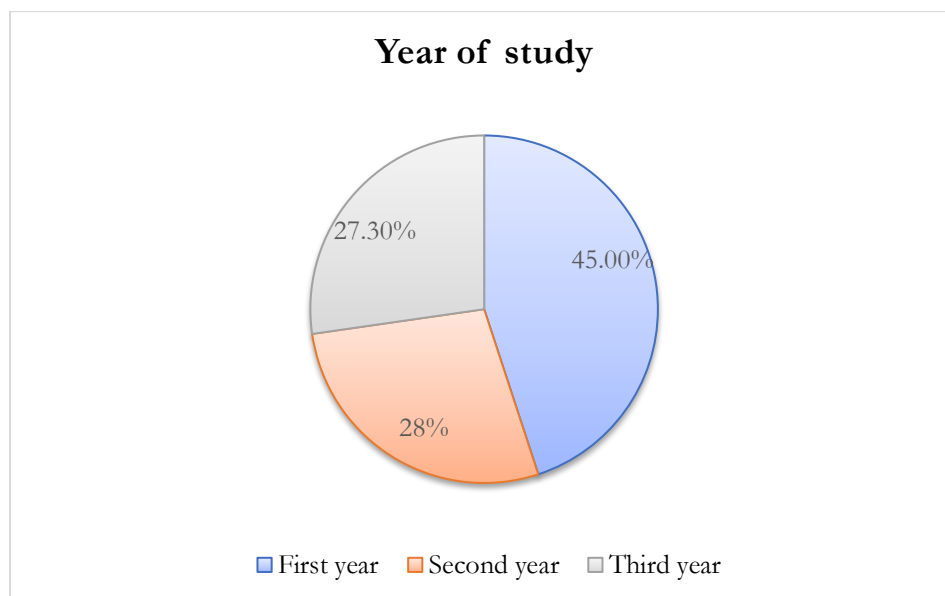


Chart 2. Source: survey results, author's calculations

The data provided by the questionnaire are presented below divided by topic and illustrated with a graph.

12. Assessments on the learning materials (core texts, exercise texts, supporting literature) made available and the technology used.

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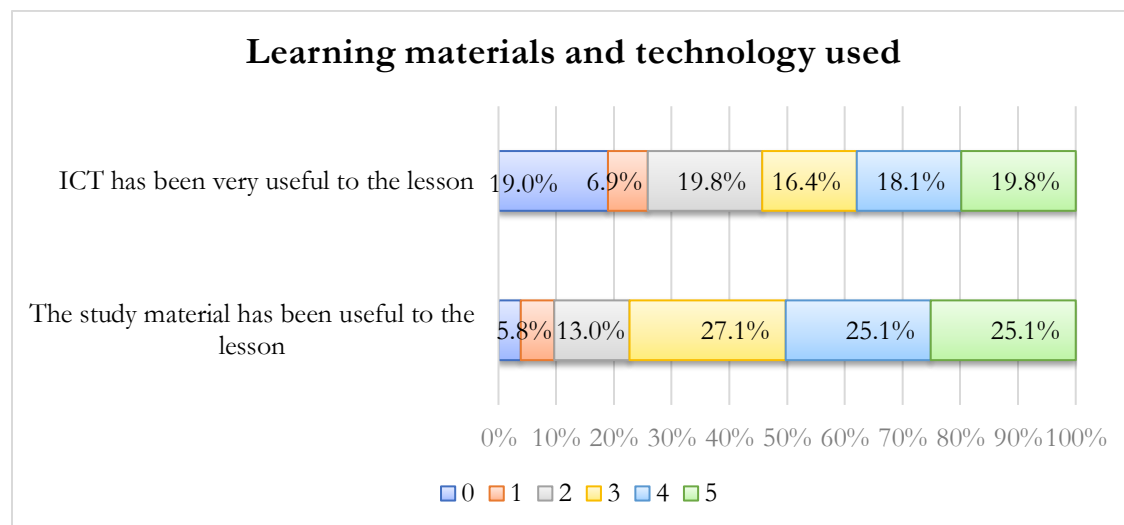


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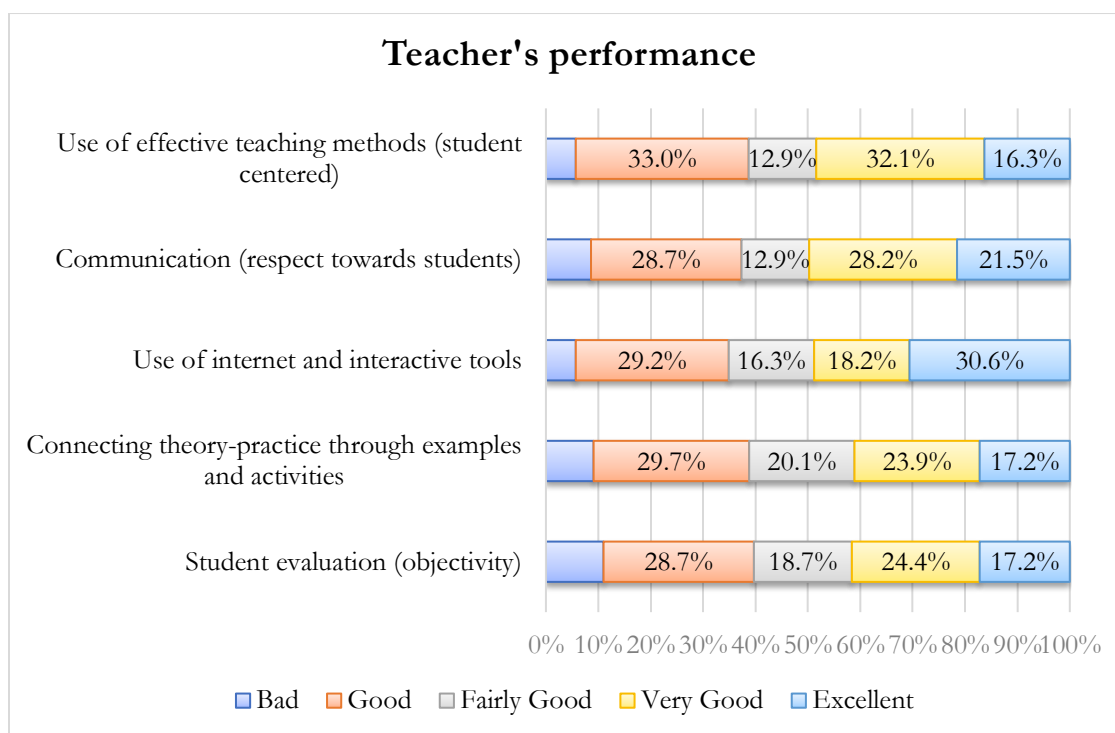


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Annex I-2

Report on the results of the Survey of students of the Faculty of Sciences and Mathematics, University of Niš (Academic year 2020/21)

The survey of students was conducted in the period 16/06 - 10/07/2021, for the winter semester, and 16/08 – 23/08/2020, for the summer semester of the 2020/21 school year.

The survey evaluated the implementation of teaching and learning during this period, as well as quality of study programs and teaching materials. The survey system was available online through the student portal application. The marks in the survey have the following meaning:

1 - completely disagree, 2 - mostly disagree, 3 - neither agree nor disagree, 4 - mostly agree, 5 - completely agree.

Teachers and assistants received the complete information about the assessment only of the subjects they are engaged in. Dean of the Faculty receives information about teachers and associates who are rated 3 or less.

The following table shows the percent of the evaluated students per study program.

Study program	Winter/ summer semester %
BSc Biology	82,22/ 81,25
BSc Geography	78,00/ 77,70
BSc Mathematics	81,60/ 77,60
BSc Computer Science	76,60/ 71,20
BSc Physics	61,02/ 54,24
BSc Chemistry	84,25/ 76,86
MSc Biology	81,48/ 71,70
MSc Ecology and environmental protection	80,00/ 70,83
MSc Geography	47,89/ 45,45

MSc Tourism	52,5/ 58,33
MSc Mathematics	53,03/ 61,29
MSc Computer Science	37,50/ 29,79
MSc Physics	70,59/ 47,06
MSc Chemistry	70,00/ 60,00
MSc Applied Chemistry	84,62/ 92,31
DSc Biology	8,51/ 10,87
DSc Mathematics	13,33/ 16,67
DSc Computer Science	13,33/ 6,25
BSc Physics	11,76/ 5,88
BSc Chemistry	15,38/ 11,54

DEPARTMENT FOR BIOLOGY AND ECOLOGY

The following table shows the results of the evaluation of the quality of the teaching process by surveying 288 students of Bachelor academic studies - Biology study program. Total number of completed surveys for subjects is 1687.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	3%	4%	13%	14%	66%	4.35

2. Students are, on time, familiar with the content/ program of the subject and assessment method.	1%	1%	7%	12%	78%	4.64
3. Teaching units (subject content) are well designed.	2%	2%	9%	13%	74%	4.55
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	2%	3%	8%	13%	74%	4.58
5. Equipment and technical support fit the forms of teaching.	2%	2%	8%	13%	75%	4.55
6. Teaching contents enable the acquisition of advocate levels of knowledge.	1%	2%	8%	13%	76%	4.60
7. The workload of students in the course is in accordance with assigned ECTS points.	3%	3%	8%	13%	72%	4.46
8. Teaching is interactive and includes examples from practice.	2%	2%	7%	13%	75%	4.58
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	2%	1%	8%	11%	78%	4.63
10. The literature covers the entire material necessary for the exam.	2%	2%	7%	11%	80%	4.62
11. Teaching material is available.	1%	2%	8%	10%	79%	4.64
12. The teaching material is clear, understandable and technical well done	2%	2%	9%	12%	77%	4.59
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	2%	3%	9%	13%	73%	4.52
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	2%	8%	13%	76%	4.58
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	2%	2%	8%	12%	77%	4.59
Statements on the quality of teaching staff						

16. They are well-prepared for teaching units	1%	1%	6%	9%	83%	4.72
17. They tackle the material in a clear and understandable way	1%	1%	7%	11%	80%	4.67
18. They regularly hold all forms of classes, following the established schedule	1%	1%	7%	11%	80%	4.67
19. They encourage active participation of students during classes	1%	1%	6%	10%	82%	4.71
20. They are available for all student questions and consultations	1%	2%	7%	12%	79%	4.65
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assesment	1%	2%	6%	11%	80%	4.67

The lowest grade of 4.35 was given to the statements about the quality of teaching: "Prior knowledge that I had was enough to follow classes", and the highest grade of 4.72 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 3.77 to 4.91.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 33 students of Master academic studies - Biology study program. Total number of completed surveys for subjects is 202

Results of the assessment of the quality of teaching process on master academic studies

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	1%	1%	5%	8%	85%	4.76

16. They are well-prepared for teaching units.	1%	1%	4%	5%	90%	4.83
17. They tackle the material in a clear and understandable way.	2%	1%	4%	5%	89%	4.79
18. They regularly hold all forms of classes, following the established schedule.	2%	1%	4%	4%	89%	4.78
19. They encourage active participation of students during classes.	2%	1%	5%	4%	88%	4.76
20. They are available for all student questions and consultations.	1%	1%	4%	5%	89%	4.79
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	2%	1%	5%	3%	88%	4.75

The lowest grade of 4.66 was given to the statements about the quality of teaching: "Equipment and technical support fit the forms of teaching.", and the highest grade of 4.83 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 4.28 to 4.93.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 33 students of Master academic studies - Ecology and environmental protection study program. Total number of completed surveys for subjects is 164.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	7%	2%	4%	12%	76%	4.48
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	7%	1%	2%	6%	84%	4.58
3. Teaching units (subject content) are well designed.	8%	2%	4%	5%	80%	4.48
4. Forms of teaching (lectures, exercises, practice,	7%	4%	4%	4%	80%	4.48

seminars, projects...) correspond to the course content.						
5. Equipment and technical support fit the forms of teaching.	8%	2%	4%	6%	80%	4.49
6. Teaching contents enable the acquisition of advocate levels of knowledge.	6%	2%	5%	5%	82%	4.54
7. The workload of students in the course is in accordance with assigned ECTS points.	7%	4%	2%	8%	79%	4.47
8. Teaching is interactive and includes examples from practice.	7%	2%	4%	7%	80%	4.52
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	7%	1%	2%	5%	85%	4.60
10. The literature covers the entire material necessary for the exam.	5%	1%	4%	3%	86%	4.63
11. Teaching material is available.	6%	1%	4%	2%	87%	4.64
12. The teaching material is clear, understandable and technical well done	6%	1%	4%	2%	86%	4.61
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	9%	1%	3%	4%	84%	4.54
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	7%	1%	2%	7%	84%	4.59
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	8%	1%	2%	4%	84%	4.55
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	4%	1%	1%	4%	90%	4.74
17. They tackle the material in a clear and understandable way.	5%	1%	4%	4%	87%	4.67

18. They regularly hold all forms of classes, following the established schedule.	5%	1%	2%	3%	90%	4.73
19. They encourage active participation of students during classes.	6%	1%	3%	4%	87%	4.64
20. They are available for all student questions and consultations.	6%	1%	3%	3%	87%	4.64
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	6%	0%	1%	4%	88%	4.68

The lowest grade of 4.47 was given to the statements about the quality of teaching: "The workload of students in the course is in accordance with assigned ECTS points.", and the highest grade of 4.74 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 1.07 to 4.93.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 8 students of Master academic studies – Biology study program. Total number of completed surveys for subjects is 17.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	0%	0%	6%	18%	76%	4.71
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	0%	6%	6%	88%	4.82
3. Teaching units (subject content) are well designed.	0%	0%	0%	12%	88%	4.88
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	0%	0%	12%	88%	4.88

5. Equipment and technical support fit the forms of teaching.	6%	0%	6%	0%	88%	4.65
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	0%	0%	12%	88%	4.88
7. The workload of students in the course is in accordance with assigned ECTS points.	0%	0%	6%	6%	78%	4.82
8. Teaching is interactive and includes examples from practice.	0%	0%	0%	12%	88%	4.88
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	0%	0%	100%	5.00
10. The literature covers the entire material necessary for the exam.	0%	0%	0%	0%	100%	5.00
11. Teaching material is available.	0%	0%	0%	6%	94%	4.94
12. The teaching material is clear, understandable and technical well done	0%	0%	0%	6%	94%	4.94
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	0%	0%	0%	6%	88%	4.71
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	0%	0%	12%	88%	4.88
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	0%	0%	12%	88%	4.88
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	0%	0%	100%	5.00
17. They tackle the material in a clear and understandable way.	0%	0%	0%	0%	100%	5.00
18. They regularly hold all forms of classes, following the established schedule.	0%	0%	0%	0%	100%	5.00

19. They encourage active participation of students during classes.	0%	0%	0%	0%	100%	5.00
20. They are available for all student questions and consultations.	0%	0%	0%	0%	100%	5.00
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	0%	0%	0%	100%	5.00

The lowest grade of 4.65 was given to the statements about the quality of teaching: "Equipment and technical support fit the forms of teaching.", and the highest grade of 5.00 was given to a total of 7 statements. The average marks per subject range from 4.48 to 4.93.

DEPARTMENT OF GEOGRAPHY

The following table shows the results of the evaluation of the quality of the teaching process by surveying 231 students of Bachelor academic studies – Geography study program. Total number of completed surveys for subjects is 1217.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	5%	4%	13%	13%	65%	4.30
2. Students are, on time, familiar with the content/program of the subject and assessment method.	3%	2%	8%	10%	77%	4.57
3. Teaching units (subject content) are well designed.	3%	2%	8%	13%	74%	4.53
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	3%	1%	8%	12%	76%	4.57
5. Equipment and technical support fit the forms of teaching.	3%	2%	9%	12%	75%	4.54

6. Teaching contents enable the acquisition of advocate levels of knowledge.	3%	1%	8%	11%	77%	4.59
7. The workload of students in the course is in accordance with assigned ECTS points.	3%	2%	7%	11%	76%	4.55
8. Teaching is interactive and includes examples from practice.	3%	1%	9%	11%	76%	4.54
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	3%	1%	6%	10%	80%	4.62
10. The literature covers the entire material necessary for the exam.	3%	1%	7%	10%	79%	4.62
11. Teaching material is available.	3%	1%	6%	11%	79%	4.63
12. The teaching material is clear, understandable and technical well done	3%	1%	8%	12%	76%	4.56
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	3%	1%	8%	12%	76%	4.56
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	2%	7%	11%	78%	4.61
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	3%	2%	6%	10%	79%	4.61
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	3%	2%	6%	8%	82%	4.65
17. They tackle the material in a clear and understandable way.	3%	1%	7%	10%	79%	4.62
18. They regularly hold all forms of classes, following the established schedule.	3%	1%	6%	9%	81%	4.63
19. They encourage active participation of students during classes.	3%	1%	6%	10%	79%	4.62

20. They are available for all student questions and consultations.	3%	1%	6%	9%	81%	4.65
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	3%	1%	6%	9%	81%	4.63

The lowest grade of 4.30 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes.", and the highest grade of 4.65 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 4.03 to 4.90.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 63 students of Master academic studies – Geography study program. Total number of completed surveys for subjects is 253.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	2%	1%	13%	20%	64%	4.41
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	2%	3%	7%	15%	74%	4.55
3. Teaching units (subject content) are well designed.	2%	2%	8%	15%	73%	4.55
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	1%	2%	9%	17%	71%	4.56
5. Equipment and technical support fit the forms of teaching.	2%	3%	6%	18%	71%	4.55
6. Teaching contents enable the acquisition of advocate levels of knowledge.	2%	1%	9%	17%	72%	4.57
7. The workload of students in the course is in accordance with assigned ECTS points.	3%	4%	6%	15%	72%	4.51

8. Teaching is interactive and includes examples from practice.	2%	2%	7%	15%	74%	4.58
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	2%	1%	6%	17%	74%	4.61
10. The literature covers the entire material necessary for the exam.	2%	1%	6%	13%	78%	4.64
11. Teaching material is available.	1%	1%	5%	15%	77%	4.67
12. The teaching material is clear, understandable and technical well done	2%	3%	8%	15%	72%	4.53
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	1%	3%	9%	18%	69%	4.50
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	1%	7%	14%	76%	4.62
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	2%	2%	6%	17%	75%	4.61
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	1%	0%	5%	14%	79%	4.70
17. They tackle the material in a clear and understandable way.	1%	0%	7%	13%	79%	4.68
18. They regularly hold all forms of classes, following the established schedule.	1%	2%	7%	10%	81%	4.68
19. They encourage active participation of students during classes.	1%	2%	7%	13%	77%	4.63
20. They are available for all student questions and consultations.	1%	2%	8%	11%	79%	4.64

21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	1%	2%	6%	11%	81%	4.68
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The lowest grade of 4.41 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes.", and the highest grade of 4.70 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 2.93 to 4.93.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 39 students of Master academic studies – Tourism study program. Total number of completed surveys for subjects is 185.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	1%	2%	11%	27%	60%	4.44
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	1%	0%	6%	23%	70%	4.62
3. Teaching units (subject content) are well designed.	1%	1%	8%	26%	64%	4.52
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	1%	1%	8%	26%	65%	4.55
5. Equipment and technical support fit the forms of teaching.	1%	3%	8%	22%	67%	4.51
6. Teaching contents enable the acquisition of advocate levels of knowledge.	1%	2%	6%	23%	68%	4.55
7. The workload of students in the course is in accordance with assigned ECTS points.	0%	1%	7%	24%	69%	4.61
8. Teaching is interactive and includes examples from practice.	0%	2%	8%	23%	68%	4.57
Statements about the quality of teaching materials						

9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	5%	19%	76%	4.71
10. The literature covers the entire material necessary for the exam.	1%	1%	6%	16%	77%	4.69
11. Teaching material is available.	1%	2%	8%	14%	76%	4.63
12. The teaching material is clear, understandable and technical well done	0%	1%	5%	17%	76%	4.69
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	0%	1%	4%	21%	75%	4.70
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	1%	1%	4%	16%	79%	4.73
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	1%	1%	4%	13%	82%	4.75
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	4%	15%	80%	4.75
17. They tackle the material in a clear and understandable way.	0%	1%	5%	16%	78%	4.71
18. They regularly hold all forms of classes, following the established schedule.	0%	1%	5%	12%	82%	4.75
19. They encourage active participation of students during classes.	0%	0%	5%	17%	78%	4.72
20. They are available for all student questions and consultations.	1%	1%	3%	15%	81%	4.75
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	2%	3%	13%	81%	4.74

The lowest grade of 4.44 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes.", and the highest grade of 4.75 is an indication of the

quality of the teaching staff: “They are well-prepared for teaching units.” and “They are available for all student questions and consultations.”, as well as the objectivity of assessment: “Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.”. The average marks per subject range from 4.37 to 4.93.

DEPARTMENT OF MATHEMATICS

The following table shows the results of the evaluation of the quality of the teaching process by surveying 197 students of Bachelor academic studies – Mathematics study program. Total number of completed surveys for subjects is 820.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	4%	4%	15%	17%	60%	4.24
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	1%	9%	15%	74%	4.60
3. Teaching units (subject content) are well designed.	0%	1%	11%	15%	72%	4.58
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	1%	1%	9%	16%	73%	4.59
5. Equipment and technical support fit the forms of teaching.	1%	2%	10%	18%	69%	4.53
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	1%	9%	17%	72%	4.59
7. The workload of students in the course is in accordance with assigned ECTS points.	3%	2%	12%	15%	69%	4.45
8. Teaching is interactive and includes examples from practice.	2%	2%	12%	17%	67%	4.45

Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	1%	1%	8%	13%	78%	4.66
10. The literature covers the entire material necessary for the exam.	2%	1%	9%	14%	75%	4.59
11. Teaching material is available.	0%	0%	8%	12%	79%	4.69
12. The teaching material is clear, understandable and technical well done	2%	2%	11%	16%	70%	4.50
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	3%	4%	14%	16%	63%	4.31
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	1%	2%	8%	14%	76%	4.61
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	1%	1%	8%	14%	75%	4.60
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	1%	1%	8%	11%	79%	4.67
17. They tackle the material in a clear and understandable way.	1%	1%	10%	13%	75%	4.58
18. They regularly hold all forms of classes, following the established schedule.	1%	1%	8%	11%	79%	4.67
19. They encourage active participation of students during classes.	2%	1%	11%	13%	73%	4.53
20. They are available for all student questions and consultations.	1%	1%	9%	11%	78%	4.64
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	2%	1%	9%	11%	77%	4.62

The lowest grade of 4.24 was given to the statements about the quality of teaching: “The prior knowledge I had was enough to follow classes.”, and the highest grade of 4.67 are indications of the quality of the teaching staff: “They are well-prepared for teaching units.” and “They regularly hold all forms of classes, following the established schedule.” The average marks per subject range from 4.22 to 4.93.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 70 students of Master academic studies – Mathematics study program. Total number of completed surveys for subjects is 288.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	1%	3%	15%	13%	68%	4.44
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	1%	1%	8%	5%	85%	4.74
3. Teaching units (subject content) are well designed.	0%	1%	9%	10%	79%	4.67
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	1%	10%	10%	78%	4.66
5. Equipment and technical support fit the forms of teaching.	0%	1%	13%	9%	76%	4.60
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	1%	12%	8%	79%	4.65
7. The workload of students in the course is in accordance with assigned ECTS points.	1%	2%	11%	6%	81%	4.65
8. Teaching is interactive and includes examples from practice.	1%	3%	11%	8%	77%	4.59
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	1%	9%	4%	86%	4.76

10. The literature covers the entire material necessary for the exam.	0%	1%	8%	3%	88%	4.76
11. Teaching material is available.	0%	0%	8%	4%	88%	4.80
12. The teaching material is clear, understandable and technical well done	0%	1%	9%	9%	80%	4.67
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	6%	3%	13%	6%	73%	4.36
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	1%	10%	4%	86%	4.75
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	1%	10%	7%	82%	4.70
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	1%	7%	6%	86%	4.78
17. They tackle the material in a clear and understandable way.	0%	1%	7%	6%	86%	4.77
18. They regularly hold all forms of classes, following the established schedule.	0%	1%	7%	4%	88%	4.79
19. They encourage active participation of students during classes.	1%	1%	10%	7%	81%	4.67
20. They are available for all student questions and consultations.	0%	1%	7%	4%	88%	4.79
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	1%	1%	7%	4%	88%	4.77

The lowest grade of 4.36 was given to the statements about the objectivity of assessment: "The student's work is monitored and evaluated during classes.", and the highest grade of 4.80 is an indication of the quality of the teaching material: "Teaching material is available." The average marks per subject range from 2.96 to 4.94.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	0%	0%	0%	5%	95%	4.95
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	0%	0%	11%	89%	4.89
3. Teaching units (subject content) are well designed.	0%	0%	0%	11%	89%	4.89
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	0%	0%	11%	89%	4.89
5. Equipment and technical support fit the forms of teaching.	0%	0%	5%	5%	89%	4.84
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	0%	0%	21%	79%	4.79
7. The workload of students in the course is in accordance with assigned ECTS points.	0%	0%	0%	11%	89%	4.89
8. Teaching is interactive and includes examples from practice.	0%	0%	0%	21%	79%	4.79
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	0%	5%	95%	4.95
10. The literature covers the entire material necessary for the exam.	0%	0%	0%	16%	84%	4.84
11. Teaching material is available.	0%	0%	5%	11%	84%	4.79
12. The teaching material is clear, understandable and technical well done	0%	0%	0%	5%	95%	4.95
Statements about the objectivity of assessment						

13. The student's work is monitored and evaluated during classes.	0%	0%	0%	11%	89%	4.89
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	0%	0%	0%	100%	5.00
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	0%	0%	0%	100%	5.00
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	0%	5%	95%	4.78
17. They tackle the material in a clear and understandable way.	0%	0%	0%	0%	100%	4.77
18. They regularly hold all forms of classes, following the established schedule.	0%	0%	0%	10%	90%	4.79
19. They encourage active participation of students during classes.	0%	0%	0%	15%	85%	4.67
20. They are available for all student questions and consultations.	0%	0%	0%	0%	100%	4.79
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	0%	0%	0%	100%	4.77

The lowest grade of 4.79 was given to the statements about the quality of teaching: "Teaching contents enable the acquisition of advocate levels of knowledge.", and the highest grade of 5.00 was given to 2 statements in the "objectivity of assessment" category. The average marks per subject range from 4.18 to 4.93.

DEPARTMENT OF COMPUTER SCIENCES

The following table shows the results of the evaluation of the quality of the teaching process by surveying 271 students of Bachelor academic studies – Computer Sciences study program. Total number of completed surveys for subjects is 1114.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	5%	5%	16%	17%	57%	4.17
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	2%	1%	11%	17%	69%	4.48
3. Teaching units (subject content) are well designed.	3%	1%	13%	19%	64%	4.39
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	2%	1%	10%	19%	68%	4.50
5. Equipment and technical support fit the forms of teaching.	2%	1%	10%	17%	70%	4.52
6. Teaching contents enable the acquisition of advocate levels of knowledge.	2%	2%	12%	18%	67%	4.46
7. The workload of students in the course is in accordance with assigned ECTS points.	4%	2%	13%	17%	64%	4.35
8. Teaching is interactive and includes examples from practice.	3%	2%	13%	17%	65%	4.39
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	2%	1%	10%	15%	71%	4.53
10. The literature covers the entire material necessary for the exam.	2%	1%	11%	16%	70%	4.51
11. Teaching material is available.	2%	1%	10%	14%	72%	4.52
12. The teaching material is clear, understandable and technical well done	3%	2%	12%	17%	66%	4.41
Statements about the objectivity of assessment						

13. The student's work is monitored and evaluated during classes.	4%	4%	14%	17%	61%	4.27
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	2%	11%	19%	66%	4.45
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	2%	1%	11%	18%	67%	4.46
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	2%	1%	9%	12%	75%	4.56
17. They tackle the material in a clear and understandable way.	3%	2%	11%	15%	69%	4.46
18. They regularly hold all forms of classes, following the established schedule.	2%	1%	10%	13%	74%	4.56
19. They encourage active participation of students during classes.	3%	3%	12%	14%	68%	4.41
20. They are available for all student questions and consultations.	2%	1%	10%	13%	73%	4.52
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	3%	2%	10%	13%	72%	4.49

The lowest grade of 4.17 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes.", and the highest grade of 4.56 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." And "They regularly hold all forms of classes, following the established schedule." The average marks per subject range from 3.87 to 4.87.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 32 students of Master academic studies – Computer sciences study program. Total number of completed surveys for subjects is 138.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	0%	1%	17%	7%	75%	4.56
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	0%	14%	3%	83%	4.68
3. Teaching units (subject content) are well designed.	0%	0%	14%	6%	80%	4.65
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	1%	0%	14%	4%	81%	4.64
5. Equipment and technical support fit the forms of teaching.	0%	1%	14%	4%	81%	4.66
6. Teaching contents enable the acquisition of advocate levels of knowledge.	1%	1%	14%	6%	79%	4.62
7. The workload of students in the course is in accordance with assigned ECTS points.	1%	1%	14%	4%	80%	4.62
8. Teaching is interactive and includes examples from practice.	1%	0%	16%	6%	78%	4.59
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	14%	6%	80%	4.65
10. The literature covers the entire material necessary for the exam.	0%	1%	14%	6%	80%	4.64
11. Teaching material is available.	0%	0%	14%	5%	81%	4.67
12. The teaching material is clear, understandable and technical well done	0%	0%	15%	7%	78%	4.63
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	1%	1%	15%	7%	75%	4.52

14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	0%	13%	5%	82%	4.69
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	0%	13%	5%	82%	4.69
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	13%	5%	83%	4.70
17. They tackle the material in a clear and understandable way.	0%	0%	14%	5%	80%	4.66
18. They regularly hold all forms of classes, following the established schedule.	0%	0%	13%	5%	81%	4.68
19. They encourage active participation of students during classes.	0%	0%	14%	6%	80%	4.66
20. They are available for all student questions and consultations.	0%	0%	14%	4%	82%	4.67
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	0%	13%	5%	82%	4.69

The lowest grade of 4.52 was given to the statements about the objectivity of assessment: "The student's work is monitored and evaluated during classes.", and the highest grade of 4.70 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 2.93 to 4.96.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 2 students of Doctorial academic studies – Computer sciences study program. Total number of completed surveys for subjects is 10.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						

1. The prior knowledge I had was enough to follow classes.	0%	0%	0%	0%	100%	5.00
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	0%	0%	0%	100%	5.00
3. Teaching units (subject content) are well designed.	0%	0%	0%	0%	100%	5.00
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	0%	0%	0%	100%	5.00
5. Equipment and technical support fit the forms of teaching.	0%	0%	0%	0%	100%	5.00
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	0%	0%	0%	100%	5.00
7. The workload of students in the course is in accordance with assigned ECTS points.	0%	0%	0%	0%	100%	5.00
8. Teaching is interactive and includes examples from practice.	0%	0%	0%	0%	100%	5.00
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	0%	0%	100%	5.00
10. The literature covers the entire material necessary for the exam.	0%	0%	0%	0%	100%	5.00
11. Teaching material is available.	0%	0%	0%	0%	100%	5.00
12. The teaching material is clear, understandable and technical well done	0%	0%	0%	0%	100%	5.00
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	0%	0%	0%	0%	100%	5.00
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	0%	0%	0%	100%	5.00

15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	0%	0%	0%	100%	5.00
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	0%	0%	100%	5.00
17. They tackle the material in a clear and understandable way.	0%	0%	0%	0%	100%	5.00
18. They regularly hold all forms of classes, following the established schedule.	0%	0%	0%	0%	100%	5.00
19. They encourage active participation of students during classes.	0%	0%	0%	0%	100%	5.00
20. They are available for all student questions and consultations.	0%	0%	0%	0%	100%	5.00
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	0%	0%	0%	100%	5.00

All statements were rated a perfect score of 5.00 .

DEPARTMENT OF PHYSICS

The following table shows the results of the evaluation of the quality of the teaching process by surveying 68 students of Bachelor academic studies – Physics study program. Total number of completed surveys for subjects is 353.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	4%	2%	14%	14%	62%	4.25

2. Students are, on time, familiar with the content/ program of the subject and assessment method.	2%	2%	7%	7%	83%	4.67
3. Teaching units (subject content) are well designed.	2%	2%	8%	13%	75%	4.56
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	2%	3%	8%	12%	76%	4.56
5. Equipment and technical support fit the forms of teaching.	2%	4%	8%	16%	69%	4.46
6. Teaching contents enable the acquisition of advocate levels of knowledge.	1%	3%	7%	11%	77%	4.60
7. The workload of students in the course is in accordance with assigned ECTS points.	3%	2%	8%	11%	77%	4.57
8. Teaching is interactive and includes examples from practice.	3%	3%	8%	15%	72%	4.49
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	2%	2%	6%	8%	82%	4.67
10. The literature covers the entire material necessary for the exam.	3%	2%	7%	9%	80%	4.67
11. Teaching material is available.	2%	2%	6%	7%	83%	4.67
12. The teaching material is clear, understandable and technical well done	3%	4%	9%	16%	68%	4.67
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	3%	2%	10%	12%	73%	4.50
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	3%	5%	10%	80%	4.64
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	2%	2%	7%	10%	78%	4.60
Statements on the quality of teaching staff						

16. They are well-prepared for teaching units.	2%	1%	5%	5%	87%	4.74
17. They tackle the material in a clear and understandable way.	2%	2%	7%	9%	80%	4.64
18. They regularly hold all forms of classes, following the established schedule.	2%	1%	6%	6%	86%	4.72
19. They encourage active participation of students during classes.	2%	2%	6%	13%	77%	4.60
20. They are available for all student questions and consultations.	2%	2%	5%	7%	84%	4.69
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	3%	2%	6%	8%	82%	4.65

The lowest grade of 4.25 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes.", and the highest grade of 4.74 is an indication of the quality of the teaching staff: "They are well-prepared for teaching units." The average marks per subject range from 3.04 to 4.93.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 19 students of Master academic studies – Physics study program. Total number of completed surveys for subjects is 113.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	0%	3%	19%	12%	67%	4.43
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	1%	18%	9%	73%	4.53
3. Teaching units (subject content) are well designed.	1%	3%	21%	10%	65%	4.35
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	2%	20%	8%	70%	4.46
5. Equipment and technical support fit the forms of teaching.	2%	2%	26%	8%	63%	4.28
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	3%	20%	11%	66%	4.41
7. The workload of students in the course is in accordance with assigned ECTS points.	3%	4%	22%	8%	63%	4.24
8. Teaching is interactive and includes examples from practice.	1%	4%	20%	9%	66%	4.36
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	1%	0%	19%	7%	73%	4.50
10. The literature covers the entire material necessary for the exam.	1%	1%	19%	10%	69%	4.45
11. Teaching material is available.	2%	0%	21%	5%	72%	4.45
12. The teaching material is clear, understandable and technical well done	2%	1%	19%	9%	70%	4.44
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	2%	1%	21%	6%	70%	4.42

14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	3%	2%	19%	3%	73%	4.42
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	2%	3%	19%	4%	73%	4.42
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	19%	10%	71%	4.52
17. They tackle the material in a clear and understandable way.	0%	1%	21%	8%	70%	4.48
18. They regularly hold all forms of classes, following the established schedule.	1%	0%	20%	5%	73%	4.51
19. They encourage active participation of students during classes.	1%	1%	19%	8%	72%	4.49
20. They are available for all student questions and consultations.	0%	1%	22%	5%	71%	4.46
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	1%	1%	20%	6%	72%	4.46

The lowest grade of 4.25 was given to the statements about the quality of teaching: "The workload of students in the course is in accordance with assigned ECTS points.", and the highest grade of 4.53 is an indication of the quality of the teaching: "Students are, on time, familiar with the content/ program of the subject and assessment method." The average marks per subject range from 3.45 to 4.94.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 3 students of Doctorial academic studies – Physics study program. Total number of completed surveys for subjects is 3.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						

1. The prior knowledge I had was enough to follow classes.	0%	0%	0%	0%	100%	5.00
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	0%	0%	0%	100%	5.00
3. Teaching units (subject content) are well designed.	0%	0%	0%	0%	100%	5.00
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	0%	0%	0%	100%	5.00
5. Equipment and technical support fit the forms of teaching.	0%	0%	0%	0%	100%	5.00
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	0%	0%	0%	100%	5.00
7. The workload of students in the course is in accordance with assigned ECTS points.	0%	0%	0%	0%	100%	5.00
8. Teaching is interactive and includes examples from practice.	0%	0%	0%	0%	100%	5.00
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	0%	0%	100%	5.00
10. The literature covers the entire material necessary for the exam.	0%	0%	0%	0%	100%	5.00
11. Teaching material is available.	0%	0%	0%	0%	100%	5.00
12. The teaching material is clear, understandable and technical well done	0%	0%	0%	0%	100%	5.00
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	0%	0%	0%	0%	100%	5.00
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	0%	0%	0%	100%	5.00

15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	0%	0%	0%	100%	5.00
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	0%	0%	100%	5.00
17. They tackle the material in a clear and understandable way.	0%	0%	0%	0%	100%	5.00
18. They regularly hold all forms of classes, following the established schedule.	0%	0%	0%	0%	100%	5.00
19. They encourage active participation of students during classes.	0%	0%	0%	0%	100%	5.00
20. They are available for all student questions and consultations.	0%	0%	0%	0%	100%	5.00
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	0%	0%	0%	100%	5.00

All statements received the perfect rating of 5.00.

DEPARTMENT OF CHEMISTRY

The following table shows the results of the evaluation of the quality of the teaching process by surveying 200 students of Bachelor academic studies – Chemistry study program. Total number of completed surveys for subjects is 1036.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						

1. The prior knowledge I had was enough to follow classes.	3%	4%	13%	15%	65%	4.35
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	2%	1%	7%	10%	80%	4.65
3. Teaching units (subject content) are well designed.	2%	2%	7%	11%	77%	4.58
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	2%	1%	7%	12%	78%	4.62
5. Equipment and technical support fit the forms of teaching.	2%	2%	7%	11%	78%	4.62
6. Teaching contents enable the acquisition of advocate levels of knowledge.	2%	2%	8%	12%	77%	4.60
7. The workload of students in the course is in accordance with assigned ECTS points.	4%	3%	8%	10%	76%	4.52
8. Teaching is interactive and includes examples from practice.	2%	2%	8%	11%	76%	4.56
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	2%	2%	5%	10%	81%	4.65
10. The literature covers the entire material necessary for the exam.	2%	1%	7%	10%	79%	4.63
11. Teaching material is available.	2%	2%	5%	9%	82%	4.66
12. The teaching material is clear, understandable and technical well done	3%	2%	7%	13%	75%	4.56
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	3%	3%	7%	12%	75%	4.54
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	2%	8%	11%	78%	4.60

15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	3%	2%	7%	10%	78%	4.59
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	2%	1%	5%	9%	83%	4.71
17. They tackle the material in a clear and understandable way.	2%	2%	6%	10%	80%	4.64
18. They regularly hold all forms of classes, following the established schedule.	2%	1%	5%	8%	84%	4.72
19. They encourage active participation of students during classes.	2%	2%	7%	9%	79%	4.61
20. They are available for all student questions and consultations.	2%	1%	6%	9%	81%	4.64
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	3%	2%	5%	9%	81%	4.64

The lowest grade of 4.35 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes.", and the highest grade of 4.72 is an indication of the quality of the teaching staff: "They regularly hold all forms of classes, following the established schedule." The average marks per subject range from 2.97 to 4.93.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 26 students of Master academic studies – Chemistry study program. Total number of completed surveys for subjects is 130.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	1%	2%	7%	21%	70%	4.58
2. Students are, on time, familiar with the content/program of the subject and assessment method.	1%	2%	2%	14%	82%	4.73

3. Teaching units (subject content) are well designed.	1%	5%	5%	16%	74%	4.58
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	1%	3%	3%	13%	80%	4.68
5. Equipment and technical support fit the forms of teaching.	3%	4%	1%	14%	78%	4.61
6. Teaching contents enable the acquisition of advocate levels of knowledge.	1%	3%	3%	13%	80%	4.68
7. The workload of students in the course is in accordance with assigned ECTS points.	1%	2%	6%	15%	75%	4.62
8. Teaching is interactive and includes examples from practice.	1%	5%	7%	15%	72%	4.52
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	1%	3%	2%	12%	82%	4.72
10. The literature covers the entire material necessary for the exam.	1%	4%	3%	12%	81%	4.68
11. Teaching material is available.	2%	2%	2%	12%	82%	4.69
12. The teaching material is clear, understandable and technical well done	2%	5%	7%	15%	72%	4.52
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	2%	3%	9%	18%	68%	4.48
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	1%	3%	2%	15%	79%	4.68
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	1%	1%	2%	15%	82%	4.75
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	3%	2%	10%	84%	4.73

17. They tackle the material in a clear and understandable way.	1%	1%	3%	12%	83%	4.75
18. They regularly hold all forms of classes, following the established schedule.	1%	1%	1%	10%	86%	4.79
19. They encourage active participation of students during classes.	1%	3%	3%	17%	75%	4.63
20. They are available for all student questions and consultations.	1%	3%	1%	9%	86%	4.75
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	1%	2%	13%	84%	4.77

The lowest grade of 4.48 was given to the statements about the objectivity of assessment: "The student's work is monitored and evaluated during classes." and the highest grade of 4.79 is an indication of the quality of the teaching staff: "They regularly hold all forms of classes, following the established schedule." The average marks per subject range from 4.13 to 4.95.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 46 students of Master academic studies – Applied chemistry study program. Total number of completed surveys for subjects is 255.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	2%	3%	6%	16%	73%	4.56
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	2%	2%	2%	14%	80%	4.67
3. Teaching units (subject content) are well designed.	2%	3%	4%	14%	77%	4.62
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	1%	3%	5%	12%	80%	4.67
5. Equipment and technical support fit the forms of teaching.	2%	2%	4%	12%	79%	4.64

6. Teaching contents enable the acquisition of advocate levels of knowledge.	2%	4%	5%	14%	76%	4.58
7. The workload of students in the course is in accordance with assigned ECTS points.	7%	3%	6%	16%	69%	4.36
8. Teaching is interactive and includes examples from practice.	3%	3%	3%	14%	77%	4.59
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	1%	3%	2%	13%	80%	4.69
10. The literature covers the entire material necessary for the exam.	2%	3%	3%	12%	80%	4.66
11. Teaching material is available.	2%	2%	3%	12%	81%	4.69
12. The teaching material is clear, understandable and technical well done	2%	4%	4%	14%	76%	4.58
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	5%	4%	4%	15%	73%	4.46
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	2%	4%	3%	13%	79%	4.63
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	2%	3%	6%	13%	77%	4.61
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	1%	2%	2%	11%	84%	4.75
17. They tackle the material in a clear and understandable way.	1%	2%	3%	11%	83%	4.72
18. They regularly hold all forms of classes, following the established schedule.	1%	2%	2%	11%	84%	4.75
19. They encourage active participation of students during classes.	1%	3%	3%	10%	83%	4.71

20. They are available for all student questions and consultations.	1%	2%	2%	13%	82%	4.72
21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	1%	2%	2%	11%	84%	4.74

The lowest grade of 4.36 was given to the statements about the quality of teaching: "The workload of students in the course is in accordance with assigned ECTS points." and the highest grade of 4.75 is an indication of the quality of the teaching staff: "They regularly hold all forms of classes, following the established schedule." and " They are well-prepared for teaching units." The average marks per subject range from 4.39 to 4.96.

The following table shows the results of the evaluation of the quality of the teaching process by surveying 7 students of Doctorial academic studies – Chemistry study program. Total number of completed surveys for subjects is 15.

PERCENTAGE DISTRIBUTION OF GRADES FOR QUALITY OF TEACHING	Percentage of students' grades					
	1	2	3	4	5	Average
Statements about the quality of teaching						
1. The prior knowledge I had was enough to follow classes.	0%	0%	0%	7%	93%	4.93
2. Students are, on time, familiar with the content/ program of the subject and assessment method.	0%	0%	0%	0%	100%	5.00
3. Teaching units (subject content) are well designed.	0%	0%	0%	0%	100%	5.00
4. Forms of teaching (lectures, exercises, practice, seminars, projects...) correspond to the course content.	0%	0%	0%	0%	100%	5.00
5. Equipment and technical support fit the forms of teaching.	0%	0%	0%	0%	100%	5.00
6. Teaching contents enable the acquisition of advocate levels of knowledge.	0%	0%	0%	0%	100%	5.00
7. The workload of students in the course is in accordance with assigned ECTS points.	0%	0%	0%	0%	100%	5.00

8. Teaching is interactive and includes examples from practice.	0%	0%	0%	7%	93%	4.93
Statements about the quality of teaching materials						
9. The teacher and assistant (associate) apply the literature listed in the subject specification.	0%	0%	0%	0%	100%	5.00
10. The literature covers the entire material necessary for the exam.	0%	0%	0%	0%	100%	5.00
11. Teaching material is available.	0%	0%	0%	0%	100%	5.00
12. The teaching material is clear, understandable and technical well done	0%	0%	0%	0%	100%	5.00
Statements about the objectivity of assessment						
13. The student's work is monitored and evaluated during classes.	0%	0%	0%	0%	100%	5.00
14. Teacher's assessment during classes and at the final the exam is professional and in accordance with the defined criteria.	0%	0%	0%	0%	100%	5.00
15. Through assessment process, the teacher assesses understanding and ability to apply knowledge, as well as analytical thinking.	0%	0%	0%	0%	100%	5.00
Statements on the quality of teaching staff						
16. They are well-prepared for teaching units.	0%	0%	0%	0%	100%	5.00
17. They tackle the material in a clear and understandable way.	0%	0%	0%	0%	100%	5.00
18. They regularly hold all forms of classes, following the established schedule.	0%	0%	0%	0%	100%	5.00
19. They encourage active participation of students during classes.	0%	0%	0%	0%	100%	5.00
20. They are available for all student questions and consultations.	0%	0%	0%	0%	100%	5.00

21. They value and take into account the student's free time and duties when deciding on the time of the knowledge assessment.	0%	0%	0%	0%	100%	5.00
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The lowest grade of 4.36 was given to the statements about the quality of teaching: "The prior knowledge I had was enough to follow classes." and "Teaching is interactive and includes examples from practice.", while all other statements were rated a perfect 5.00 score!



Универзитет у Београду
Математички факултет

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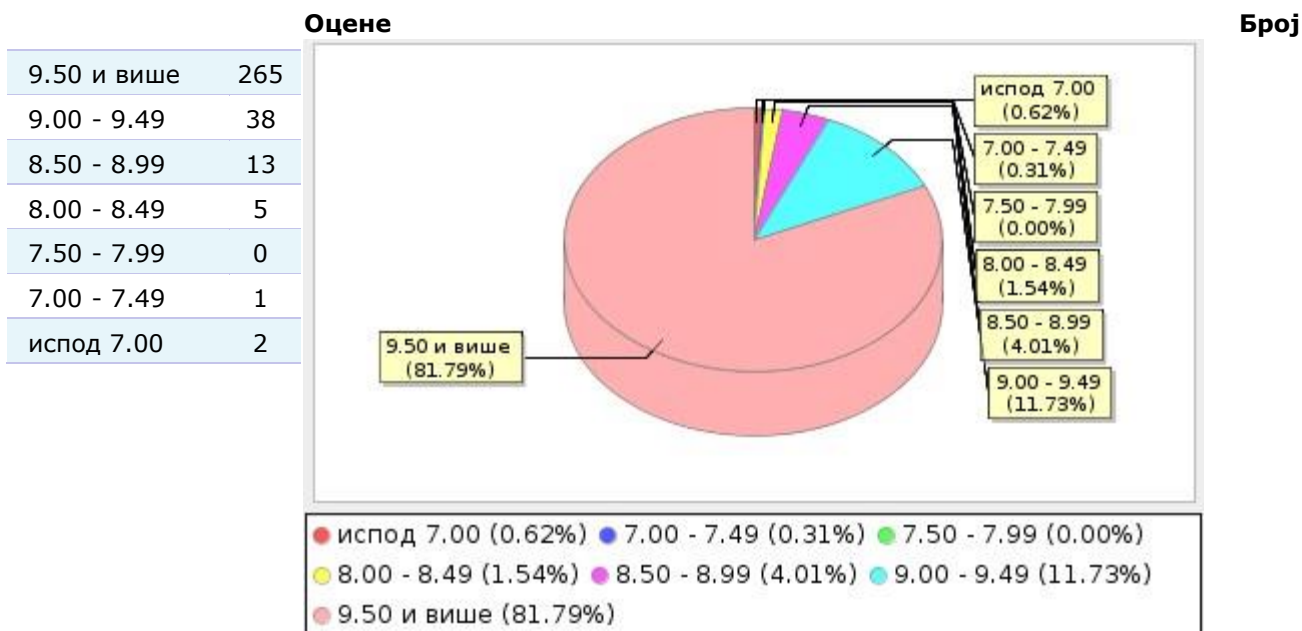
Школска година: 2020/2021.

Број предмета: 324 Просечна оцена предмета: 9.7

Број наставника: 170 Просечна оцена наставника: 9.6

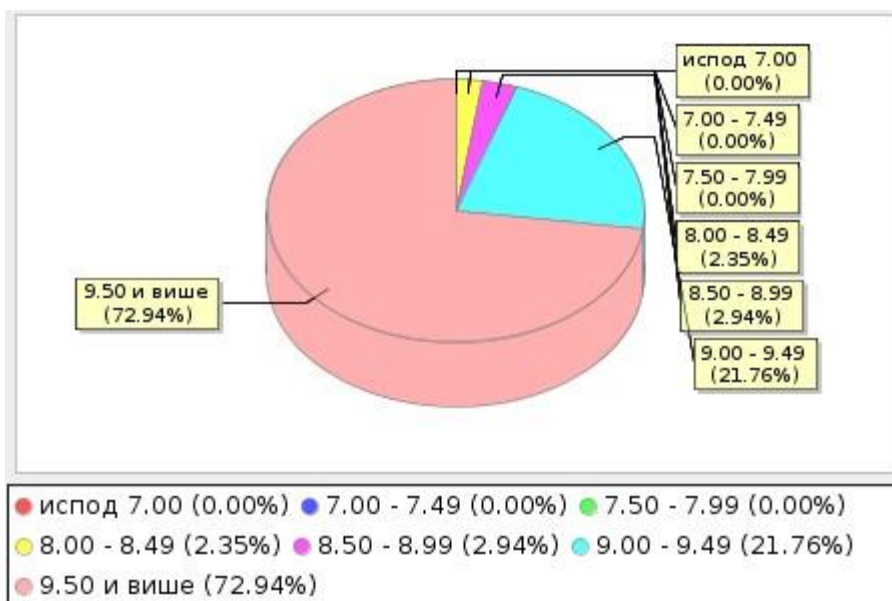
**Збирни резултати за оцене предмета
наставника
Цео факултет**

Расподела оцена предмета



Расподела оцена наставника

Оцене	Број
9.50 и више	124
9.00 - 9.49	37
8.50 - 8.99	5
8.00 - 8.49	4
7.50 - 7.99	0
7.00 - 7.49	0
испод 7.00	0



НАСТАВНО-НАУЧНОМ ВЕЋУ ПРИРОДНО-МАТЕМАТИЧКОГ ФАКУЛТЕТА
УНИВЕРЗИТЕТА У КРАГУЈЕВЦУ

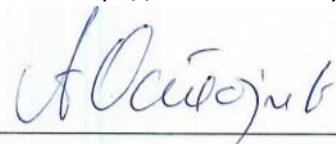
Предмет: ИЗВЕШТАЈ О РЕЗУЛТАТИМА СТУДЕНТСКЕ АНКЕТЕ — зимски и летњи
семестар школске 2020/21. године

Комисија за обезбеђење квалитета Природно-математичког факултета Универзитета у Крагујевцу, која је оформљена одлуком Наставно-научног већа ПМФ-а број 230/XIII-1 од 24.04.2019. године, у оквиру спровођења поступка студентског вредновања квалитета студијских програма и педагошког рада и подношења извештаја о резултатима вредновања на Природно-математичком факултету, је током августа и септембра 2021. године спровела студентску анкету на Факултету.

У прилогу достављамо Извештај о резултатима студентске анкете.

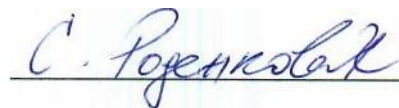
С поштовањем

Продекан за наставу



Проф. др Александар Остојић

Председник Комисије за обезбеђење квалитета



Проф. др Славко Раденковић



Strengthening Teaching Competences
in Higher Education
in Natural and Mathematical Sciences

Co-funded by the
Erasmus+ Programme
of the European Union



Природно-математички факултет Универзитет у Крагујевцу

СТУДЕНТСКА АНКЕТА

ЗИМСКИ и ЛЕТЊИ семестар

школска 2020/2021. година

АНАЛИЗА РЕЗУЛТАТА СТУДЕНТСКЕ АНКЕТЕ

У циљу праћења квалитета наставе и рада стручних служби на Природно-математичком факултету Универзитета у Крагујевцу у августу и септембру 2021. године спроведена је анкета са студентима. План спровођења студентске анкете усвојен је на седници Комисије за обезбеђење квалитета одржаној 09.06.2021. године.

Током школске 2020/21. године дошло је до одступања од уобичајеног начина држања наставе због последица пандемије КОВИД-19. Део наставе у току школске 2020/21. године одржан је на даљину. У циљу провере квалитета наставног процеса Комисија је припремила прилагођене анкетне формуларе, које су студенти попуњавали приликом пријаве испита за августовски и септембарски рок.

Анкета је вршена online. Приликом пријављивања на свој електронски налог преко кога се врши пријава испита, сваки студент је имао могућност да преко линка дође до анкетог обрасца. На овај начин, анонимност студената била је загарантована. Обавештења о терминима спровођења Анкете су на време истакнута, тако да су студенти благовремено били упознати са циљем и терминима спровођења Анкете. За припремање, организацију, унос података и њихову обраду била је задужена Комисија за обезбеђење квалитета Природно-математичког факултета Универзитета у Крагујевцу, која је оформљена одлуком Наставно-научног већа ПМФ-а број 230/XIII-1 од 24.04.2019. године. Обраду резултата су обавили чланови Комисије са Института за математику и информатику.

У анкети је учествовало 933 студената (69.99% од укупног броја студената), што је нешто слабији одзив у односу на претходне године када се настава одржавала регуларно. Преглед по Институтима дат је у Табели 1. Као што се види из приказаних података, на свим институтима је забележен висок степен излазности. Највећи одзив је на Институту за математику и информатику (71.50%), а најмањи на Институту за физику (62.82%).

Табела 1. Преглед о 'а анкети аних студената по институтима.

Институт	Укупан број студената*	Број анкетираних студената	Процентни удео анкетираних студената
Институт за математику и информатику	572	409	71.50%
Институт за биологију и екологију	392	272	69.39%
Институт за хемију	291	203	70.00%
Институт за физику	78	49	62.82%
ПМФ	1333	933	69.99%

*у укупан број студената су укључени тренутно активни студенти основних и мастер студија, који су први пут уписали одговарајућу годину, као и они који су обновили годину.

Анализа везана за квалитет наставе реализоване у току школске 2020/21. године

Анкетни листић који се односи на наставу је подразумевао оцену наставног процеса од стране студента за сваки од предмета који је слушан у школској 2020/2021. године. Како је настава у школској 2020/2021. године највећим делом реализована на даљину, анкетна питања су промењена у односу на претходне школске године. Оцена* се формира на основу: ● 5 ставки које се односе на предавања]предавача и

- 5 ставки које се односе на вежбе/сарадника.

Вредновање је извршено избором оцене на скали од 1 до 5. Изглед анкетних листића који се односе на наставни кадар приказани су у табелама 2 и 3.

Табела 2. Питања везана за квалитет рада наставника.

	Наставник	оцена				
	је излагао наставне садржаје јасно и разумљиво.	1	2	3	4	5
2.	је одржавао редовно и на време. наставу	1	2	3	4	5
3.	има ко ектан однос према студентима.	1	2	3	4	5
4.	је доступан за консултације студентима.					
5.	је доставио наставни материјал (литература (уџбеник, скрипта...)/презентације/снимци предавања/ ...) који је довољан за припремање испита.					

У оквиру дела који се односи на наставу обрађено је 6968 анкетних листића који се односе на рад наставника и 7581 анкетни листић који се односи на рад сарадника. Преглед резултата студентске анкете везане за питања дата у Табелама 2 и 3 приказан је у следећим табелама.

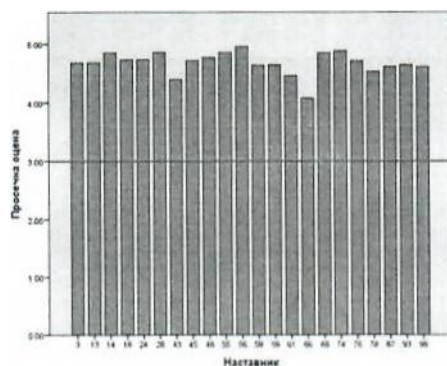
ПРЕДАВАЧИ		
Питање	Број листића	Просечна оцена
	6901	4.66
2	6910	4.74
3	6904	4.69

4	6729	4.71
5	6894	4.71
Просечна оцена на основу свих листића	6968	4.70

НАПОМЕНА: под „позитивном” оценом код оцењивања наставника и сарадника подразумева се Члан б. Правилника о начину и поступку заснивања радног односа и стицању звања наставника Универзитета у Крагујевцу, по којем се „позитивном оценом сматра оцена већа од 3 просечно у целом изборном периоду”.

у анкетним листићима су дати термини „предавач” и „асистент” да би се студенти лакше сналазили приликом попуњавања анкете (нису стављани званични термини „асистент” и „сарадник у настави” да би се избегле евентуалне недоумице.

САРАДНИЦИ		
Питање	Број листића	Просечна оцена
	7547	4.58
2	7542	4.69
3	7528	4.66
4	7396	4.66
5	7505	4.66
Просечна оцена на основу свих листића	7581	4.65



Студенти су рад наставника и рад сарадника оценили одличним просечним оценама (изнад 4.50). Високе просечне оцене за наставнике и сараднике указују да студенти сматрају да наставно особље одговорно ради свој посао. За разлику од свих претходних анкета овог пута рад наставника (4.70) је оцењен нешто вишом просечном оценом у односу на рад сарадника (4.65).

Када се анализирају подаци по питањима за наставнике и сараднике, види се да су студенти најзадовољнији ставком 2 која се односи на редовно одржавање наставе. Треба нагласити да је и однос наставника према студентима оцењен веома високом оценом (код наставника 4.69, а код сарадника 4.66).

Институт за математику и информатику

Анализе везане за наставни кадар Института

Студенти Института за математику и информатику педагошки рад наставника оценили су одличном просечном оценом (4.69). Већина наставника је оцењена одличном просечном оценом (изнад 4.50), Сви наставници на Институту за математику и информатику имају просечну оцену већу од 4, а само троје наставника имају просечну оцену која је мања од

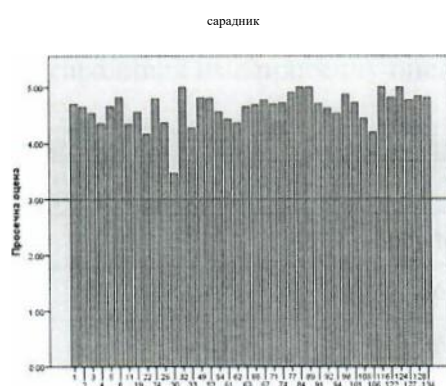
4.50.

ПРЕДАВАЧИ		
Питање	Број листића	Просечна оцена
	2141	4.63
2	2144	4.74
	2146	4.70
4	2061	4.72
5	2138	4.71
Просечна оцена на основу свих листића	2173	4.69

Сарадници Института за математику и информатику су такође оцењени одличном просечном оценом (4.52). Већина сарадника има просечну оцену већу од 4.50, само једна од њих је оцењен оценом мањом од 4.

САРАДНИЦИ		
Питање	Број листића	Просечна оцена
	3679	4.41

2	3678	4.59
3	3660	4.55
4	3563	4.55
5	3655	4.54
Просечна оцена на основу свих листића	3697	4.52



На основу анализе анкетних листића, студенти су код наставника и сарадника најзадовољнији редовним одржавањем наставе.

Анализе везане за студијске програме на Институту

Просечне оцене за наставнике су на ОАС и МАС математике су веома високе и са изузетком МАС математике, све просечне оцене су одличне. И код сардника су забележене веома високе оцене, која је једно у случају ОАС информатике тек нешто испод 4.50.

ПРЕДАВАЧИ	ОАС МАТЕМАТИКЕ		ОАС ИНФОРМАТИКЕ		МАС МАТЕМАТИКЕ		МАС ИНФОРМАТИКЕ	
	п	Просечна оцена		Просечна оцена		Просечна оцена		Просечна оцена
	702	4.66	1845	4.63	68	4.37	37	4.95
2	702	4.78	1850	4.74	68	4.38	37	4.95
3	694	4.75	1854	4.68	68	4.41	37	4.97
4	666	4.71	1766	4.72	67	4.42	37	4.97

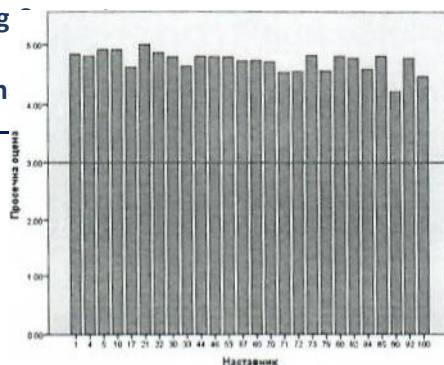
5	702	4.73	1839	4.70	68	4.41	37	
Просечна оцена на основу свих листића	708	4.72	1878	4.69	68	4.40	37	4.96
САРАДНИЦИ	ОАС МАТЕМАТИКЕ		ОАС ИНФОРМАТИКЕ		МАС МАТЕМАТИКЕ		МАС ИНФОРМАТИКЕ	
Питање		Просечна оцена	п	Просечна оцена		Просечна оцена		Просечна оцена
	700	4.65	2874	4.34	72	4.54	37	4.97
2	700	4.80	2874	4.54	72	4.61	37	4.97
3	693	4.79	2865	4.49	71	4.59	37	4.97
4	683	4.78	2778	4.49	71	4.56	37	5.00
5	698	4.78	2854	4.48	72	4.54	37	5.00
Просечна оцена на основу свих листића	703	4.76	2889	4.46	72	4.57	37	4.98

Институт за биологију и екологију

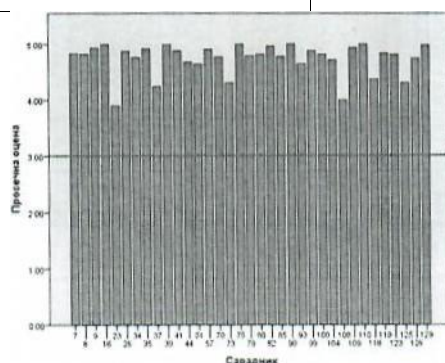
Анализе везане за наставни кадар на Институту

Студенти су квалитет педагошког рада наставника и сарадника на Институту за биологију и екологију (ИБЕ) оценили одличним просечним оценама. Наставници су оцењени п осечном оценом 4.74 а са ни и 4.78.

ПРЕДАВАЧИ		
Питање	Број листића	Просечна оцена
	2014	4.72
2	2012	4.74
3	2014	4.73
4	1987	4.75
5	2012	4.76
Просечна оцена на основу свих листића	2022	4.74



САРАДНИЦИ		
Питање	Број листића	Просечна оцена
	1934	4.76
2	1930	4.80
	1934	4.79
4	1912	4.78
5	1926	4.79
Просечна оцена на основу свих листића	1940	4.78



Када су у питању појединачне оцене наставника и сарадника, сви наставници и сарадници су оцењени позитивном просечном оценом. Само двоје наставника има оцену испод 4.50. Код сарадника већина има одличне оцене, а само један има оцену испод 4. Слично као и на другим институтима највећом просечном оценом оцењене су ставка 2 и ставка 5.

Анализе везане за студијске програме на Институту

Када је у питању оцена педагошког рада наставника и сарадника, студенти биологије и екологије оценили су рад наставника веома високим просечним оценама. Једино у случају МАС екологије просечне оцене су тек нешто мање од 4.50.

ПРЕДАВАЧИ	ОАС биологије	ОАС екологије	МАС биологије	МАС молек. биологија	МАС екологије
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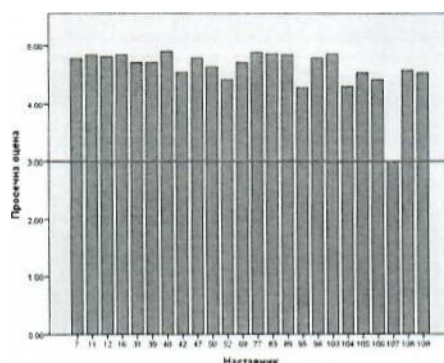
Питање	п	Просечна оцена	п	Просечна оцена		Просечна оцена	п	Просечна оцена	п	Просечна оцена
	1216	4.73	893	4.66	63	4.52	49	4.73	29	4.48
2	1214	4.80	893	4.70		4.52	49	4.82	29	4.21
3	1217	4.76	890	4.66		4.56	49	4.76	29	4.41
4	1194	4.77	882	4.67		4.52	49	4.84	28	4.25
5	1214	4.78	888	4.69		4.62	49	4.86	28	4.50
Просечна оцена на основу свих листића	1222	4.76	895	4.67		4.55	49	4.80	29	4.38
САРАДНИЦИ		ОАС биологије		ОАС екологије		МАС биологије		МАС молек, биологија		МАС екологије
Питање		Просечна оцена		Просечна оцена		Просечна оцена		Просечна оцена	п	Просечна оцена
	1162	4.74	774	4.73	50	4.64	42	4.88	26	4.38
	162	4.83	772	4.75	49	4.65	42	4.86	26	4.19
	162	4.80	774	4.73	50	4.72	42	4.90	26	4.42
	144	4.80	768	4.71	50	4.68	41	4.88	26	4.27
	152	4.79	771	4.75	50	4.80	42	4.90	26	4.58
Просечна оцена на основу свих листића	1 165	4.79	778	4.74	50	4.69	42	4.89	26	4.37

Институт за хемију

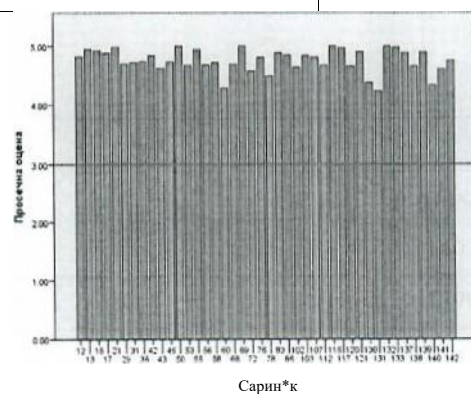
Анализе везане за наставни кадар на Институту

И наставници и сарадници у Институту за хемију су у школској 2020/21. године оцењени одличним просечним оценама 4.68 и 4.73.

ПРЕДАВАЧИ		
Питање	Број листића	Просечна оцена
	1480	4.66
2	1478	4.71
	1478	4.68
4	1470	4.67
5	1481	4.69
Просечна оцена на основу свих листића	1489	4.68



САРАДНИЦИ		
Питање	Број листића	Просечна оцена
	1402	4.71
2	1399	4.77
3	1403	4.72
4	1394	4.74
5	1392	4.74
Просечна оцена на основу свих листића	1409	4.73



Када су у питању оцене по наставницима и сарадницима, само један наставник је оцењен оценом мањом од 4, док већина има високе оцене изнад 4.50. Сви сарадници су оцењени позитивном оценом већом од 4. Што се тиче анализе резултата по питањима у анкетном листићу, и овде су највећом просечном оценом, као и на осталим институтима, оцењене ставке 2 и 5.

Анализе везане за студијске програме

ПРЕДАВАЧИ	ОАС хемије		МАС хемије	
Питање	п	Просечна оцена	п	Просечна оцена

	1462	4.62	170	4.76
2	1465	4.70	168	4.77
3		4.64	171	4.74
4	1448	4.65	170	4.78
5		4.68	170	4.73
Просечна оцена на основу свих листића	1470	4.65	175	4.72
САРАДНИЦИ	ОАС хемије		МАС хемије	
Питање		Просечна оцена		Просечна оцена
	1392	4.74	135	4.77
2	1387	4.79	136	4.78
	1390	4.76	137	4.71
4	1384	4.77	139	4.73
5	1383	4.77	139	4.70
Просечна оцена на основу свих листића	1394	4.76		4.71

Када је у питању оцена педагошког рада наставника и сарадника по студијским програмима, на оба студијска нивоа забележене су одличне просечне оцене.

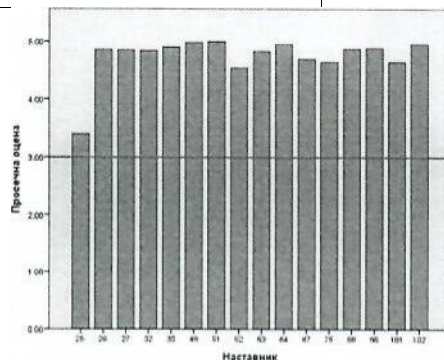
Институт за физику

Анализе везане за наставни кадар на Институту

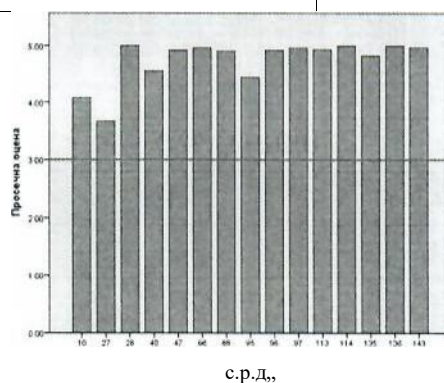
Оцене квалитета педагошког рада наставника (4.74) и сарадника (4.85) на Институту за физику с одличне више од 4.5).

ПРЕДАВАЧИ		
Питање	Број листића	Просечна оцена
	606	4.71
2	613	4.84
3	608	4.74
4	592	4.74

5	612	4.75
Просечна оцена на основу свих листића	618	4.74



САРАДНИЦИ		
Питање	Број листића	Просечна оцена
	345	4.82
2	347	4.87
3	343	4.83
4	340	4.89
5	344	4.85
Просечна оцена на основу свих листића	347	4.85



с.р.д.,

Када су у питању оцене по наставницима и сарадницима, сви наставници и сарадници су оцењени позитивном просечном оценом. Само један наставник и један сарадник имају оцену нижу од 4. Већина наставника и сарадника је оцењена одличним просечним оценама. Што се тиче анализе резултата по питањима у анкетном листићу, и овде су највећом просечном оценом, као и на осталим институтима, оцењене ставке 2 (наставници) и 4 (сарадници).

Анализе везане за студијске програме

ПРЕДАВАЧИ	ОАС физике		МАС физике	
Питање		Просечна оцена	п	Просечна оцена
	358	4.75		5.00
	362	4.84		5.00
	361	4.78		5.00
	349	4.82		5.00
	363	4.75		5.00
Просечна оцена на основу свих листића	364	4.79		5.00
САРАДНИЦИ	ОАС физике		МАС физике	
Питање		Просечна оцена		Просечна оцена
	274	4.77		5.00
	276	4.83		5.00
	273	4.75		5.00
	266	4.85		5.00
	272	4.80		5.00
Просечна оцена на основу свих листића	276	4.80		5.00

Када је у питању оцена педагошког рада наставника и сарадника по студијским програмима, наставници и сарадници на оба нивоа студија су оцењени одличним просечним оценама, Оцене на различитим нивоима студија на Институту за физику су уједначене, како за наставнике, тако и за сараднике.

ЗАКЉУЧАК

У циљу праћења квалитета наставе и рада стручних служби на Природно-математичком факултету Универзитета у Крагујевцу у августу и септембру 2021. године спроведена је анкета за оба семестра школске 2020/21. године. Анкета је одржана електронски, тј. студенти су били у могућности да online попуњавају анкету на сајту Факултета.¹ Студенти су преко својих електронских налога, које користе за пријаву испита, могли да приступе анкетним листићима, Овакав приступ, уз претходно обављену промоцију од стране чланова Комисије, резултовао је у веома добром одзиву студената. Број анкетираних студента је 933, што је 69,99% од укупног броја срудената.

Током школске 2020/21. године дошло је знатних одступања од уобичајеног начина држања наставе због последица пандемије КОВИД-19. Факултет је предузимао мере у складу са епидемиолошком ситуацијом, тако да је део наставе у школској 2020/21. године одржан класично, а део наставе је одржан на даљину. У циљу провере квалитета наставног процеса Комисија је припремила нове прилагођене анкетне формуларе.

Резултати анкете показују да су студенти у зимском и летњем семестру школске 2020/21. године у основи задовољни радом наставника и сарадника. Просечне оцене за наставнике (4.70) и сараднике (4.65) Факултета су одличне (изнад 4.50). Овако високе оцене су показатељ да студенти сматрају да наставно особље своје обавезе и даље испуњава на веома високом професионалном нивоу. Сви наставници и сарадници Факултета су оцењени позитивно (оцена виша од 3.00). И ове школске године је уочено да се повећава број наставника и сарадника који су оцењени одличном просечном оценом и да је смањен број оних наставника и сарадника чија је просечна оцена нижа од 4. Највише просечне оцене добили су наставници и сарадници са Института за Физику и Института за биологију и екологију.

Анализа анкетног материјала је показала да од понуђених ресурса Факултета, студенти најмање користе фонд Библиотеке, а највише се ослањају на податке са сајтова својих института. И сајт Факултета је такође доста коришћен. Овакви подаци су у складу да начином на који је организована настава и условима у околностима глобалне пандемије. Студенти су генерално задовољни радом Библиотеке и Студентске службе. Када је у питању оцена техничке опремљености Факултета, анкета показује да студенти задовољни опцијама које пружа студентски портал, али и да се функционалност сајтова института може даље унапредити.

Резултати студентске анкете која је спроведена у зимском и летњем семестру школске 2020/21. године показују да се наставно особље, као и студенти, релативно добро прилагодило новонасталим околностима и да је настава на даљину у највећој мери успешно реализована. Студенти су високим просечним оценама оцењују квалитет наставног/педагошког рада наставника и сарадника Факултета. Ово јесте разлог за задовољство и показује да је наставни кадар Факултета квалитетан не само на пољу науке, већ и у области наставе. Наравно, високе оцене указују и на потребу за даљим унапређивањем анкетног процеса, како би се добила што реалнија слика о квалитету наставног процеса на Факултету.

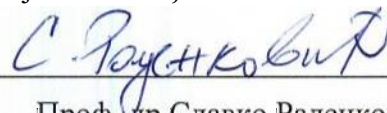
Извештај саставили

Продекан за наставу



Проф. др Александар Остојић

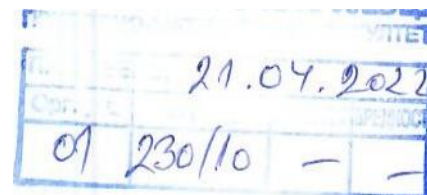
Председник Комисије за обезбеђење квалитета



Проф. др Славко Раденковић

У Крагујевцу,

18.02.2022.г.





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