



**Strengthening Teaching Competences
in Higher Education
in Natural and Mathematical Sciences**

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



Report 5.4/1. Interproject coaching TeComp and InAmath

April 2022



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Project acronym:	TeComp
Project full title:	Strengthening Teaching Competences in Higher Education in Natural and Mathematical Sciences
Project No:	598434-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
Number of grant contracts	2018-2467/001-001
Web address of project	www.tecomp.ni.ac.rs
Funding Scheme:	Erasmus+
Coordinator Institution:	University of Niš
Coordinator:	Prof. dr. Jelena Ignjatović
Project duration:	15.11.2018. – 14.11.2022.
Work package:	WP4 – The formation of online learning environment
Lead organization of WP4:	P3 – UNS
Task 5.4	Interproject coaching
Version of the document:	v.01
Status:	Final Draft
Dissemination level:	Internal

The report is made by **Andreja Tepavčević**

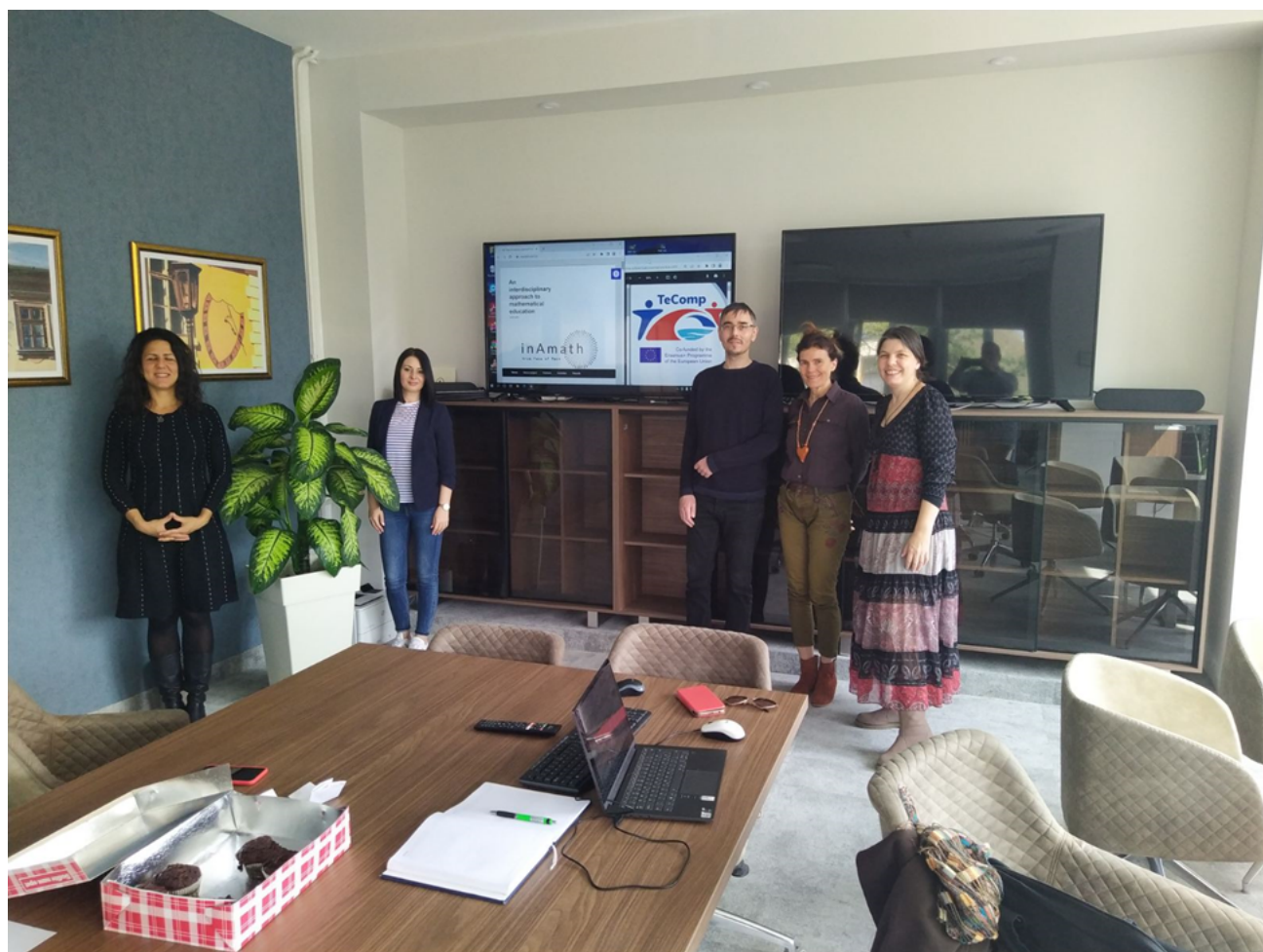
Contribution by:

Ivana Stajner-Papuga



Interproject coaching – InAmath and TeComp

1. April 2022 from 10-12 Ivana Stajner-Papuga presented InAmath project at University of Nis
8. April 2022 from 13-15 interproject coaching meeting between participants of InAmath and TeComp at the University of Novi Sad. Both projects were presented to participants of other projects and good practice were exchanged and problems shared.





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Program: **Erasmus+**

Key Action: **Cooperation for innovation and the exchange of good practices**

	InAmath	TeComp
Full title	An interdisciplinary approach to mathematical education	Strengthening Teaching Competences in Higher Education in Natural and Mathematical Sciences
Start/end	Start: 01-09-2020 - End: 28-02-2023	Start: 15-11-2018 - End: 14-11-2022
Project Reference	2020-1-HR01-KA201-077816	598434-EPP-1-2018-1-RS-EPPKA2-CBHE-JP
EU Grant	197050 EUR	941370 EUR
Action Type	Strategic Partnerships for school education	Capacity Building in higher education
Coordinator	University of Rijeka, Croatia	University of Niš, Serbia
Number of countries	4	6
Number of partners	<ul style="list-style-type: none">● University of Mostar● UNIVERZA NA PRIMORSKEM● UNIVERSITA DEL LITORALE● Osnovna škola "Nikola Tesla"● Osnovna škola "Heroja Janeza Hribarja" Stari trg pri Ložu	<ul style="list-style-type: none">● UNIVERZITA MATEJA BELA V BANSKEJ BYSTRICI● UNIVERSIDAD DE GRANADA● OSTRAVSKA UNIVERZITA● UNIVERZITET U BEOGRADU● UNIVERZITET U KRAGUJEVCU



	<ul style="list-style-type: none">● CENTAR TEHNICKE KULTURE RIJEKA● UNIVERZITET U NOVOM SADU	<ul style="list-style-type: none">● UNIVERSITETI FAN S NOLI KORCE● UNIVERSITETI "EQREM ÇABEJ" I GJIROKASTRËS● UNIVERSITEIT GENT● UNIVERSIDAD DE OVIEDO● UNIVERZITET U NOVOM SADU
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Interproject cooperation is an important aspect of all projects in education. Cooperation between participants, both on the personal and institutional level, can improve all outcomes, as well as an understanding of all procedures involved in a project's implementation.

Two projects presented here are from the Erasmus+ program, and of the same key action - Cooperation for innovation and the exchange of good practices. However, they are of different action types, and therefore of different budgets, durations, and objectives. Due to those structural differences, it is interesting to compare the experiences of team members of both projects and discuss the influences that projects have one on another.

Since disseminations for both projects are well organized, team members from both projects were introduced to the main objectives of the other project. Some additional discussions organized at the University of Novi Sad, which is the intersection point of both projects, helped to form a conclusion that both projects can benefit from this cooperation.

Project TeComp started almost two years before the InAmath project, therefore the experience of the TeComp team regarding the organization of meetings and events, as well as, dealing with administrative issues is very useful to the InAmath team.

Since projects are of different action types, InAmath is Strategic Partnerships for school education, and TeComp is Capacity Building in higher education, organization, target groups, and outcomes are different.

- InAmath project is based on a consortium of six partners from four countries that includes primary schools, and higher education institutions that educate future teachers. The target group is primary school teachers, and the main aim is to increase awareness of the benefits of an interdisciplinary approach to mathematics teaching. The outcomes consist of newly developed methods, activities, and materials that will be for use in the school teaching process and in extracurricular activities. Specific to the InAmath project is that the four involved countries are Croatia, Slovenia, Serbia, and Bosnia and Hercegovina, countries with the same historical origin.



It is interesting to see how different primary school systems are nowadays, and what level of influence this difference has on the main aim of the project. Another specificity of InAmath is a number of primary schools from Serbia, and one primary school from Croatia, that are participating in this project as joined partners. Their participation is not regulated by the partnership agreement but through a letter of support.

- TeComp project consortium consists of 10 partners from six countries. The countries involved are Slovakia, Spain, Czechia, Serbia, Albania, and Belgium. The goal of the project is to enhance the quality of teaching and learning in the field of natural sciences and mathematics at the university level, in partner countries, Serbia and Albania. *The main* aim is to increase awareness of the benefits of the integration of modern pedagogical approaches, methodologies, and technologies in teaching and learning in higher education, and the target group is university teachers from Serbia and Albania. This is being addressed by numerous training courses for teaching staff in the areas of teaching methodology in higher education, organized by EU members partner countries. The training courses organized in the framework of the project activities will grow into regular courses of continuing professional development of teaching staff.

In absolute value, the budget for TeComp is significantly higher. However, if duration, number of partners, action type, and TeComp's objective of upgrading educational infrastructure are taken under consideration, this difference is expected. Preparation of the material, organization of meetings and training, and procurement of equipment are well projected within the budgets of both projects.

The joint characteristic and excellent starting point for cooperation, of these two projects is the use of ICT tools in teaching and learning. While InAmath is focused on the youngest primary school students and their teachers, TeComp considers university teachers that are already professionally formed. In both cases, the utilization of ICT tools is a good way to improve the target group's competencies.

- InAmath uses ICT tools as means to shatter the widespread notion among children that mathematics is too difficult and boring. Also, ICT tools help primary school teachers to maintain children's focus while presenting interdisciplinary topics. The result of the InAmath project will be in the form of 40 newly designed interdisciplinary activities for primary school, with the employment of numerous ICT tools. All activities will be published in an open, online course within the moodle-based learning management system.
- TeComp is focused on the training teaching staff for adopting new pedagogical and methodological principles of teaching and learning. This is being done through the development of methodology and platforms for the wider integration of ICT tools in higher education. Also, this project emphasizes the necessity of continuous professional training in pedagogy and teaching methodology and wider integration of modern educational technologies in higher education.



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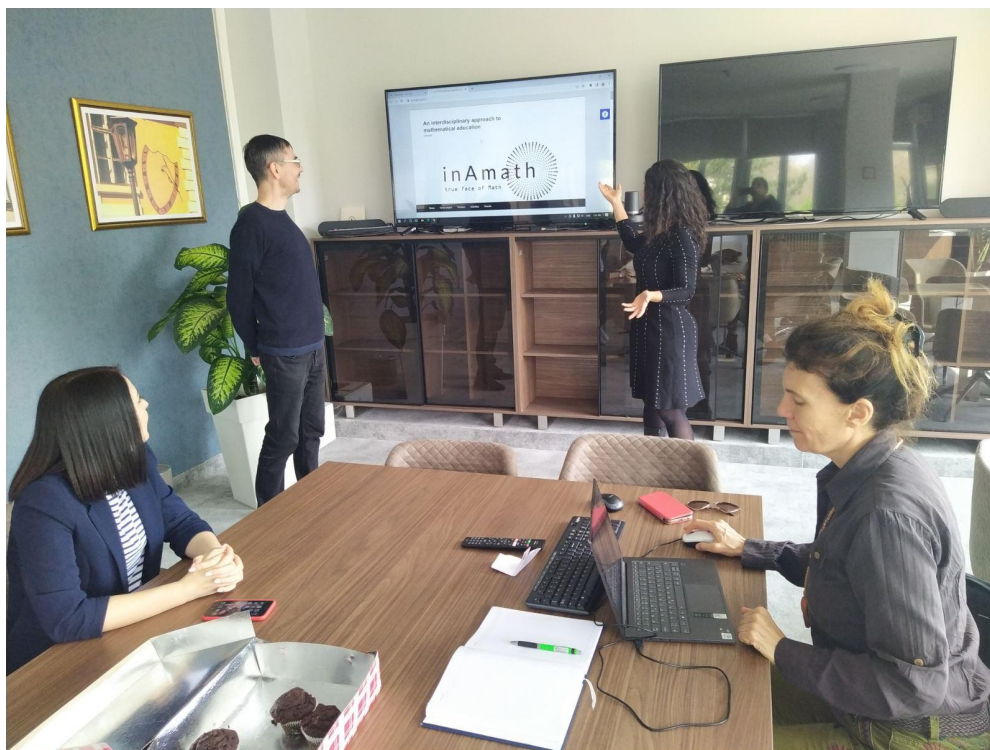


The connection between the InAmath and TeComp can be seen as a circle of education. As a result of the InAmath project, generations of students open to new methods of teaching and learning will reach universities, obtain higher education, and some of them will become university teachers. On the other hand, because of TeComp, university teachers will accept the necessity of continuous professional training in teaching methodology and will educate new generations of schoolteachers ready to apply methods of the InAmath type.

In a more present-day orientated sense, the InAmath team can benefit from some TeComp training and developed platforms, while the TeComp team can benefit from the feedback from schoolteachers on which aspects of pedagogy and teaching methodology need to be upgraded.

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University of Niš

The TeComp Consortium

www.tecomp.ni.ac.rs

e-mail:

tecomp@ni.ac.rs

tecomp.p2018@gmail.com

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