



WP3

Development

Lead Organisations of WP2: **UBL – Republic of Srpska, BIH**

Participating Organisation: UB;UNI; UBL; UNSA; INSZASUM;
BOKU; UNSCM; UNIRC;FRI-BAS

Deliverable 3.3

Title: Evaluation of syllabi

Participating Organisation: UBG; UNS; UNI; UBL; UNSA



PROJECT INFO

Project title	Soil Erosion and Torrential Flood Prevention: Curriculum Development at the Universities of Western Balkan Countries
Project acronym	SETOF
Project reference number	598403-EPP-1-2018-1-RS-EPPKA2-CBHE-JP(2018-2579/001-001)
Coordinator	University of Belgrade
Project start date	November 15, 2018
Project duration	36 months

DOCUMENT CONTROLSHEET

Ref. No and Title of Activity	3.3. Evaluation of syllabi
Title of Deliverable:	Report on evaluation of the syllabuses of the new and modernized subjects
Institutions:	University of Banja Luka
Author/s of the deliverable	Vanja Daničić, Marijana Kapovic Solomun, Dražen Milljić, Snežana Đaković, Branislav Cvjetković, Brankica Kajkut
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- 1. Introduction**
- 2. Overview of modernized/new syllabi on existing study programmes**
- 3. Results of evaluation by students on Bachelor/Master study programme/s (Tables and graphs)**
- 4. Conclusions**



1. Introduction

Improvement of existing curricula and subjects on the Bachelor and Master studies at the Faculty of Forestry UBL, is carried out in accordance with the Bologna Declaration, experiences of EU countries (Austria, Italy, Bulgaria), countries in the region but also in line with existing legislative framework in higher education of RS, BIH. Improvement and modernization of possible erosion/floods related subjects on Bachelor and Master studies at the Faculty of Forestry University of Banja Luka, is evaluated by the students enrolled First level of study. Evaluation was done based on questionnaires prepared by UBL and other project partners under Erasmus SETOF project. Report is given based on average values of questionnaires for two subjects on Bachelor level in the summer semester 2020/2021. Evaluation was done by students that listened improved curricula of subjects Forest Soils and Forest Utilisation II.



2. Overview of modernized/new syllabi on existing study programmes

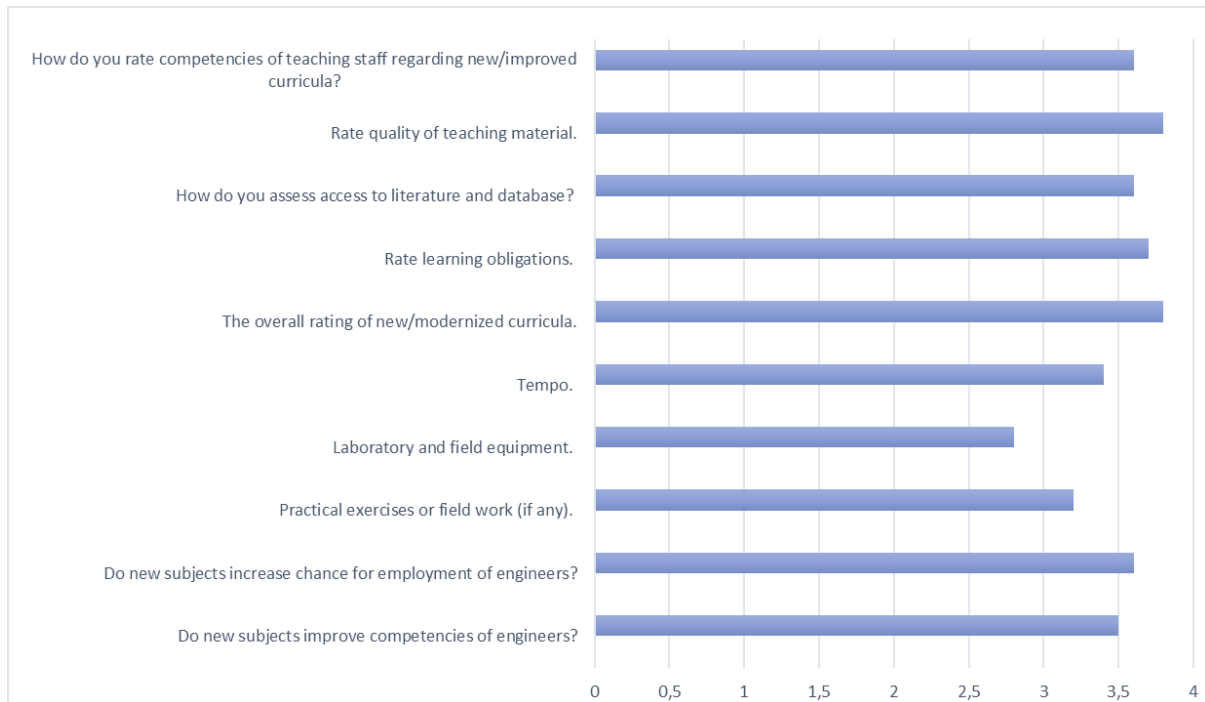
Study program title: **Forestry**

Type and Level of Study: **Basic Academic Studies (Bachelor)**

1. Forest soils

Total of 12 student are interviewed.

Question	Poor	OK	Good	Very good	Excellent
How do you rate competencies of teaching staff regarding new/improved curricula?	0,00	16,67	33,33	25,00	25,00
Rate quality of teaching material.	0,00	8,33	25,00	41,67	25,00
How do you assess access to literature and database?	8,33	8,33	33,33	16,67	33,33
Rate learning obligations.	0,00	8,33	41,67	25,00	25,00
The overall rating of new/modernized curricula.	0,00	0,00	50,00	16,67	33,33
Tempo.	0,00	8,33	58,33	16,67	16,67
Laboratory and field equipment.	16,67	16,67	50,00	0,00	16,67
Practical exercises or field work (if any).	8,33	33,33	16,67	16,67	25,00
Do new subjects increase chance for employment of engineers?	0,00	25,00	8,33	50,00	16,67
Do new subjects improve competencies of engineers?	8,33	16,67	16,67	33,33	25,00
Final comment and recommendations:	NO				





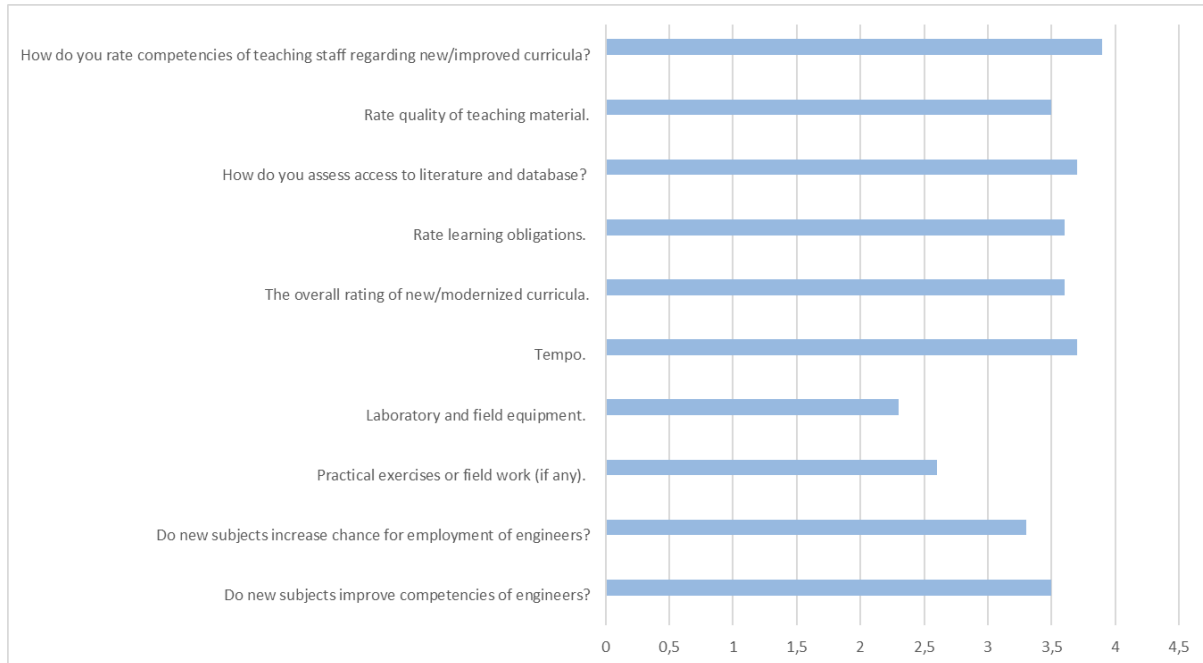
Study program **title: Forestry**

Type and Level of Study: **Basic Academic Studies (Bachelor)**

2. Forest Utilisation II

Total of 13 student are interviewed.

Question	Poor	OK	Good	Very good	Excellent
How do you rate competencies of teaching staff regarding new/improved curricula?	0,00	7,69	23,08	38,46	30,77
Rate quality of teaching material.	0,00	15,38	23,08	53,85	7,69
How do you assess access to literature and database?	0,00	0,00	15,38	84,62	0,00
Rate learning obligations.	0,00	0,00	53,85	30,77	15,38
The overall rating of new/modernized curricula.	0,00	7,69	15,38	69,23	7,69
Tempo.	0,00	7,69	38,46	30,77	23,08
Laboratory and field equipment.	30,77	23,08	30,77	15,38	0,00
Practical exercises or field work (if any).	15,38	30,77	38,46	7,69	7,69
Do new subjects increase chance for employment of engineers?	0,00	7,69	61,54	23,08	7,69
Do new subjects improve competencies of engineers?	0,00	0,00	61,54	30,77	7,69
Final comment and recommendations:	NO				



3. Conclusions

Bachelor study students

- Overall rate of modernized curricula of subject Forest soils is very good. The weakest rate was given capacities of laboratories and equipment and field exercise that are not sufficient which is confirmed by the interviewed students here. Students are very satisfied with competencies of teaching staff regarding new/improved curricula. Important aspect is that students consider that competencies of engineers with this curricula increase, as well as chance for future employment.
- Overall rate of modernized curricula of subject Forest Utilisation II also is very good. Students are very satisfied with competencies of teaching staff regarding new/improved curricula. The weakest rate was given capacities of laboratories and equipment and field exercise that are not sufficient. Slightly lower grades are related to questions about rate quality of thichnig material and employment opportunities for graduate engineers.



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Ref. No and Title of Activity	3.3. Evaluation of syllabi
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- 5. Introduction**
- 6. Overview of modernized/new syllabi on existing study programmes**
- 7. Results of evaluation by students on Bachelor/Master study programe/s (Tables and graphs)**



3. Introduction

Soil erosion and torrential floods are important land degradation drivers in BiH and they are negatively influencing economy. Strengthening the capacities of the institutions responsible for water management and flood protection, which includes also human capacities is included in the Action Plan for Flood Protection and River Management in BiH. Forestry and landscape engineers have sufficient base knowledge which can be improved to respond to the task of erosion prevention and torrential flood control.

Therefore, the two ongoing graduate programs BSc Forestry (29.03.2017.No: 01-2398 / 17) and BSc Horticulture (19.07.2017.No:01-5053 / 17), and two master programs MSc Sustainable Management of Forest Ecosystems (03/29/2017. No: 01-2398 / 17) and MSc Landscape Architecture (07/19/2017. No: 01-5053 / 17) were innovated based on new information gained through SETOF project. Improvement of existing curricula and subjects is carried out in accordance with the Bologna Declaration, experiences of EU countries (Austria, Italy, Bulgaria), countries in the region but also in line with existing legislative framework in higher education in BiH.

Improvement and modernization of possible erosion/torrent floods related subjects on Bachelor and Master studies at the Faculty of Forestry UNSA, is evaluated by the students enrolled into BSc and MSc study programs, as well as academic staff directly or indirectly involved. Evaluation was done based on questionnaires prepared by UBL and other project partners under Erasmus SETOF project. Report is given based on average values of questionnaires for the two groups of improved subjects on BSc and MSc for students. Teachers evaluation was given as average values of all subjects improved.



Overview of modernized existing study programmes

Study program title: **Forestry and Horticulture**

Type and Level of Study: **Basic Academic Studies (Bachelor)**

Two subjects were innovated with new content on soil erosion processes and torrential flood control. The subjects are:

4. *Pedology 2*

Total of 11 students responded to questionnaire (Table 1).

Table 1.

Question	Poor	OK	Good	Very good	Excellent
How do you rate competencies of teaching staff regarding new/improved curricula?	0.0%	0.0%	45.5%	27.3%	27.3%
Rate quality of teaching material.	0.0%	9.1%	45.5%	36.4%	9.1%
How do you assess access to literature and database?	0.0%	0.0%	54.5%	36.4%	9.1%
Rate learning obligations.	0%	20%	30%	30%	20%
The overall rating of new/modernized curricula.	0%	20%	50.0%	30.0%	0.0%
Tempo.	9%	9%	54.5%	27.3%	0.0%
Laboratory and field equipment.	36%	18%	45.5%	0.0%	0.0%
Practical exercises or field work (if any).	18%	9%	54.5%	18.2%	0.0%
Do new subjects increase chance for employment of engineers?	18%	27%	27.3%	18.2%	9.1%
Do new subjects improve competencies of engineers?	9%	9%	27.3%	36.4%	18.2%
Final comment and recommendations:	NO				

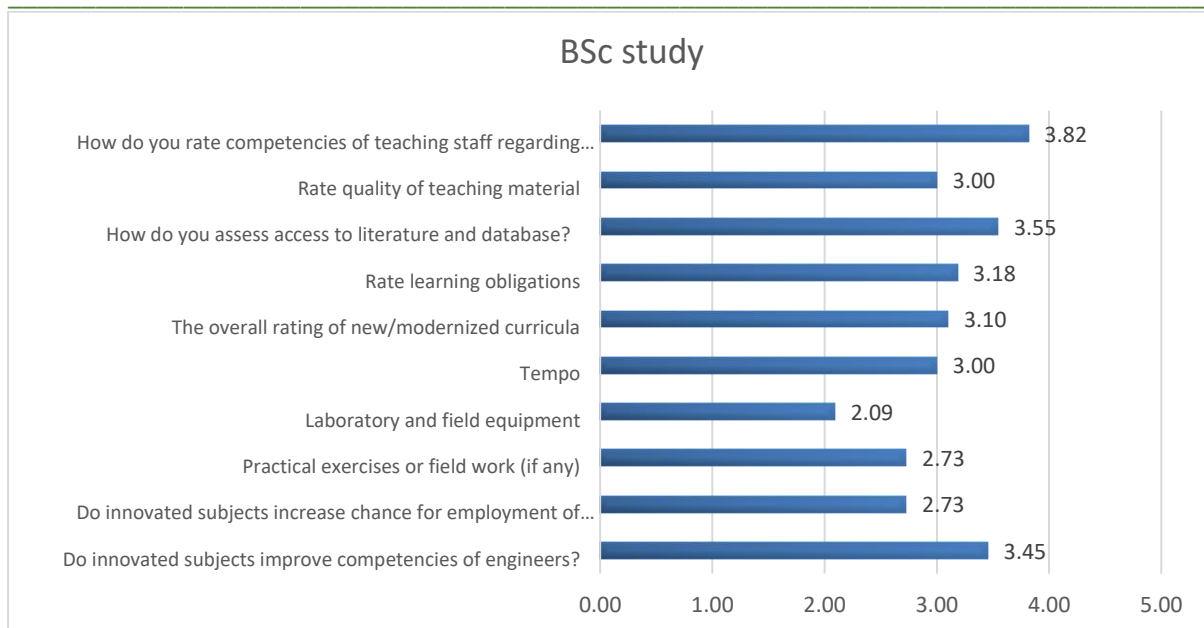


Fig 1. Average rates for modernized BSc syllabus

Study program title: **Sustainable Management of Forest Ecosystems (SMFE)**

Type and Level of Study: **Master Academic Studies (Master)**

1. *Melioration of degraded forests*
2. *Reforestation of extreme sites*

Total of 13 student filled in the questionnaire.

Table 2.

Question	Poor	OK	Good	Very good	Excellent
How do you rate competencies of teaching staff regarding new/improved curricula?	0%	8%	38%	15%	38%
Rate quality of teaching material.	8%	8%	31%	38%	15%
How do you assess access to literature and database?	0%	31%	31%	15%	23%
Rate learning obligations.	0%	8%	31%	46%	15%
The overall rating of new/modernized curricula.	8%	8%	31%	31%	23%

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Tempo.	8%	23%	31%	38%	0%
Laboratory and field equipment.	15%	31%	38%	8%	8%
Practical exercises or field work (if any).	15%	8%	46%	23%	8%
Do new subjects increase chance for employment of engineers?	38%	15%	15%	31%	0%
Do new subjects improve competencies of engineers?	0%	15%	8%	38%	38%
Final comment and recommendations:	NO				

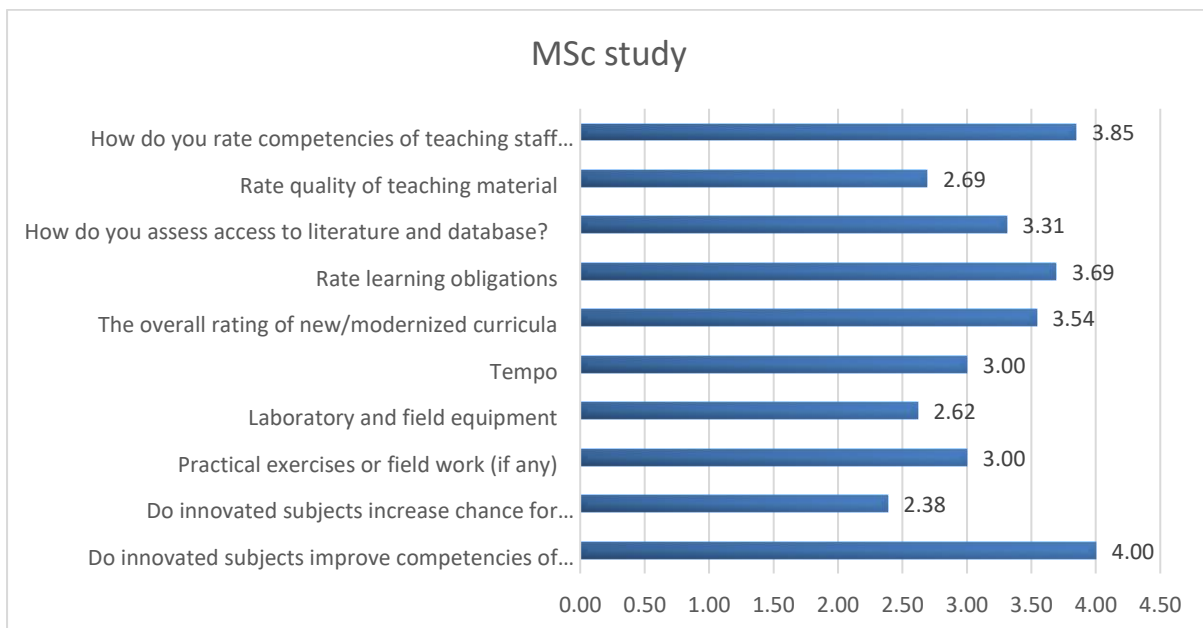


Fig 2. Average rates for modernized MSc syllabus



4. Conclusions

Bachelor and Master study - students

- Overall rate of modernized subjects on Bachelor level is moderate and accounts for 3.1. It varied between 2.1 and 3.8. The weakest rate were given for the question "Laboratory and field equipment", "Practical exercises or field work (if any)" and "Do innovated subjects increase chance for employment of engineers?". Based on students opinion practical part of subject should be improved and for this the main factor is on-line model of lecturing during COVID19 pandemic situation. Under such circumstances we could not engage students to use laboratory and field equipment at Faculty of Forestry. Considering COVID19 situation only small number of students (11) reacted to our call to fill in the quesationary.
- Overall rate of modernized subjects on Master level is moderate accounting for 3.20. It varied between 2.4 and 4.0. The weakest rate 2.4 was given for the question "Do innovated subjects increase chance for employment of engineers?". This is again explained socio-economic context in B&H and leck of recognition of expreties is the reason for small chance to have better employability which is anticipated by students. Questions "Rate quality of teaching material" and "Laboratory and field equipment was" were given 2.69 points which is caused by many changes in teaching process, on-line model during COVID-19 pandemic.