



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

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DOCUMENT CONTROLSHEET

Ref. No and Title of Activity	3.3. Evaluation of syllabi
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Institutions:	University of Banja Luka
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1. Introduction

Soil erosion and floods are identified as one of the main land degradation drivers in the Republic of Srpska, BIH. Considering the importance of prevention and control of soil erosion as a human induced phenomena, which as a consequence has torrential floods and floods in general, higher education system of the Republic of Srpska coming into the focus of decision makers, particularly on the local community levels particularly those affected by floods in the recent decade.

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 and Second level of study, as well as teachers related to those subjects. 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 each subject on Bachelor level and average values of all subjects improved, for students. Then the same was done for the second level of study. Finally, teachers evaluation was given as average values of all subjects improved or newly introduced one.



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

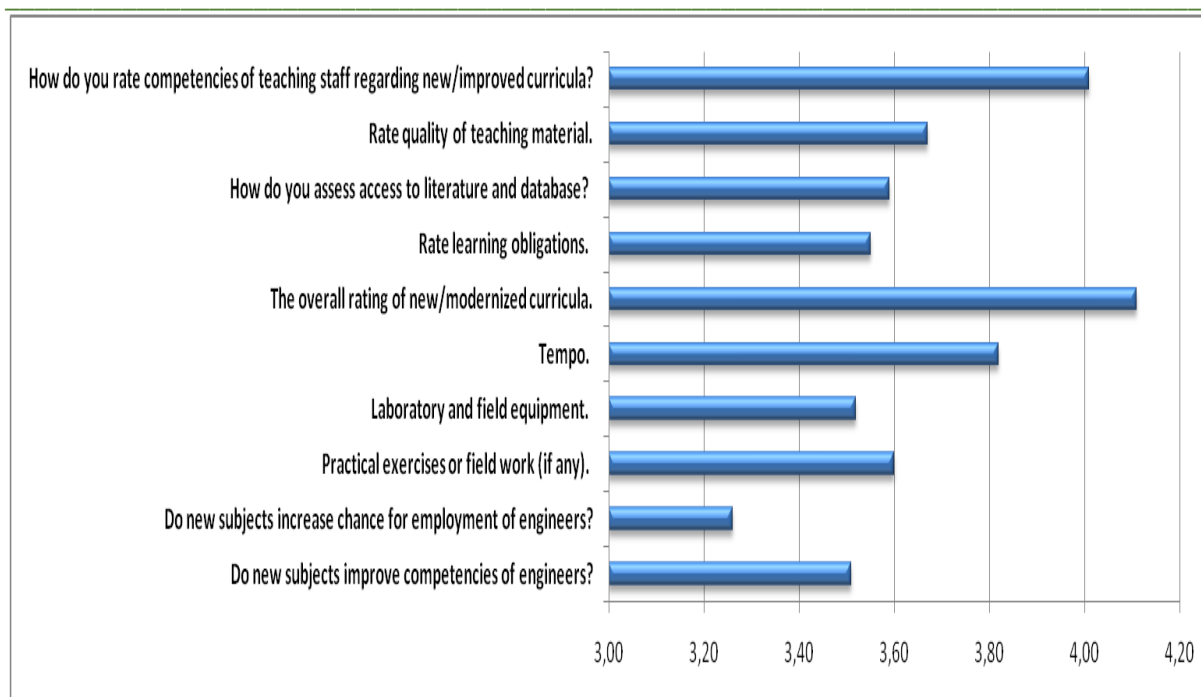
Study program title: **Forestry**

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

1. Forest eco-climatology
2. Forest soils
3. Land degradation
4. Forest utilization 2

Total of 201 student are interviewed.

Question	Poor	OK	Good	Very good	Excellent
How do you rate competencies of teaching staff regarding new/improved curricula?	0,50	8,46	11,44	43,28	35,32
Rate quality of teaching material.	2,99	10,45	19,90	42,79	22,39
How do you assess access to literature and database?	2,49	11,94	27,36	32,84	23,88
Rate learning obligations.	1,49	10,95	28,86	41,29	15,92
The overall rating of new/modernized curricula.	1,49	4,48	17,41	27,36	47,76
Tempo.	0,50	7,96	23,88	44,28	23,38
Laboratory and field equipment.	5,47	11,44	23,38	39,80	18,91
Practical exercises or field work (if any).	3,48	7,96	26,37	41,79	18,91
Do new subjects increase chance for employment of engineers?	8,96	14,93	25,87	33,83	14,93
Do new subjects improve competencies of engineers?	5,97	6,47	20,40	39,80	22,39
Final comment and recommendations:	NO				



Study program title: **Forestry - Forest ecology and forest establishment**

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

1. Sustainable land management and global trends
2. Syndinamics of forest phytocaenosis

Total of 25 student has been interviewed.

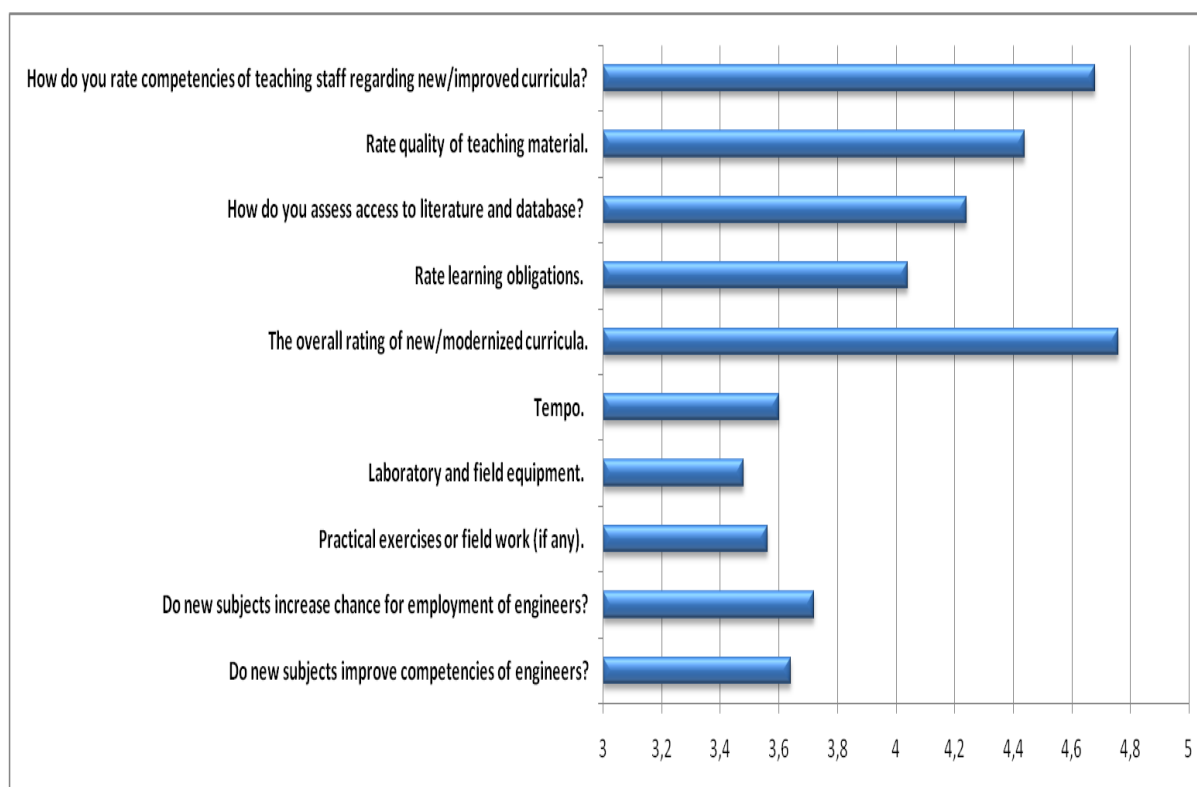
Question	Poor	OK	Good	Very good	Excellent
How do you rate competencies of teaching staff regarding new/improved curricula?	0,00	0,00	0,00	32,00	68,00
Rate quality of teaching material.	0,00	0,00	0,00	56,00	44,00
How do you assess access to literature and database?	0,00	0,00	8,00	60,00	32,00
Rate learning obligations.	0,00	0,00	20,00	56,00	24,00
The overall rating of new/modernized curricula.	0,00	0,00	0,00	24,00	76,00
Tempo.	0,00	8,00	28,00	60,00	4,00

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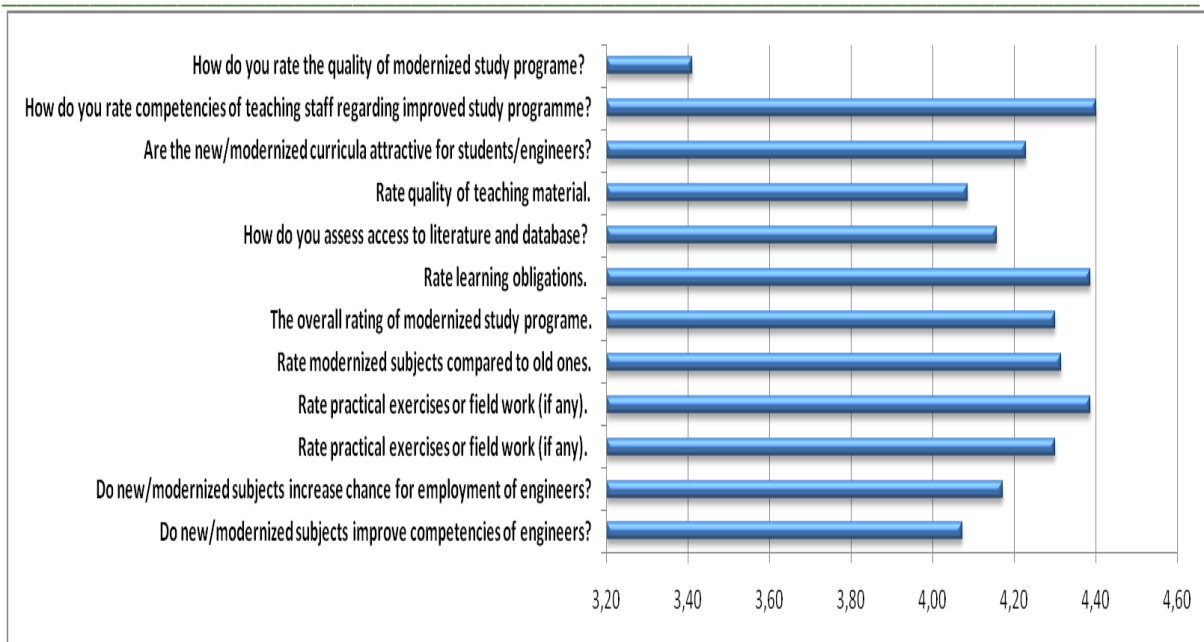
Laboratory and field equipment.	0,00	0,00	36,00	60,00	0,00
Practical exercises or field work (if any).	0,00	4,00	24,00	64,00	4,00
Do new subjects increase chance for employment of engineers?	0,00	4,00	32,00	52,00	12,00
Do new subjects improve competencies of engineers?	0,00	8,00	20,00	52,00	16,00
Final comment and recommendations:	NO				





3. Results of evaluation by teachers on Bachelor/Master study programme/s

Question	Poor	OK	Good	Very good	Excellent
How do you rate the quality of modernized study programme?	0,00	0,00	18,57	55,71	25,71
How do you rate competencies of teaching staff regarding improved study programme?	0,00	0,00	11,43	60,00	28,57
Are the new/modernized curricula attractive for students/engineers?	0,00	0,00	15,71	38,57	45,71
Rate quality of teaching material.	0,00	0,00	14,29	32,86	52,86
How do you assess access to literature and database?	0,00	1,43	8,57	47,14	42,86
Rate learning obligations.	0,00	0,00	14,29	41,43	44,29
The overall rating of modernized study programme.	0,00	0,00	15,71	37,14	48,57
Rate modernized subjects compared to old ones.	0,00	0,00	17,14	50,00	32,86
Rate laboratory and field equipment.	0,00	1,43	17,14	52,86	28,57
Rate practical exercises or field work (if any).	0,00	0,00	10,00	57,14	32,86
Do new/modernized subjects increase chance for employment of engineers?	0,00	0,00	7,14	45,71	47,14
Do new/modernized subjects improve competencies of engineers?	0,00	5,71	44,29	45,71	2,86
Final comment and recommendations:	NO				



4. Conclusions

Bachelor and Master study - students

- Overall rate of modernized subjects on Bachelor and Master study is very high (excellent). The weakest rate was given for the question Do new subjects increase chance for employment of engineers? Students considers that improvement of curricula will not significantly improved chances for employment, which could be understood as a consequence of weak socio economic situation in Bosnia and other challenges characteristic for poor economies. Also, capacities of laboratories and equipment and field exercise are not sufficient which is confirmed by the intervieweed students here. Students are very satisfied with competencies of teaching staff regarding new/improved curricula.

Teachers

- Teacher are mostly satisfied with improved and newly introduced curricula on the Bachelor and Master study. However, same dilemma has been revealed for increasing chance for of students after graduation. Also, teachers are not satisfied with existing teaching material and the access to the databases. However, improved study programmes are evaluated as very good.