



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 Sarajevo
Author/s of the deliverable	Emira Hukić, Muhamed Bajrić, Ćemal Višnjić
Status of the document:	draft

Project number: 598403-EPP-1-2018-1-RS-EPPKA2-CBHE-JP (2018 – 2579 / 001 – 001)

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"



CONTENT

- 1. Introduction**
- 2. Overview of modernized/new syllabi on existing study programmes**
- 3. Results of evaluation by students on Bachelor/Master study programe/s (Tables and graphs)**



1. 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:

1. Torrent management
2. Pedology

Total of 20 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%	5%	10%	35%	50%
Rate quality of teaching material.	20.0%	0.0%	20.0%	40.0%	20.0%
How do you assess access to literature and database?	5.0%	0.0%	30.0%	35.0%	30.0%
Rate learning obligations.	0.0%	5.0%	30.0%	35.0%	30.0%
The overall rating of new/modernized curricula.	0.0%	26.3%	31.6%	15.8%	26.3%
Tempo.	0.0%	5.0%	40.0%	30.0%	25.0%
Laboratory and field equipment.	5.0%	0.0%	30.0%	20.0%	45.0%
Practical exercises or field work (if any).	5.0%	0.0%	15.0%	45.0%	35.0%
Do new subjects increase chance for employment of engineers?	10.0%	10.0%	35.0%	20.0%	25.0%
Do new subjects improve competencies of engineers?	5.0%	5.0%	20.0%	40.0%	30.0%
Final comment and recommendations:	NO				

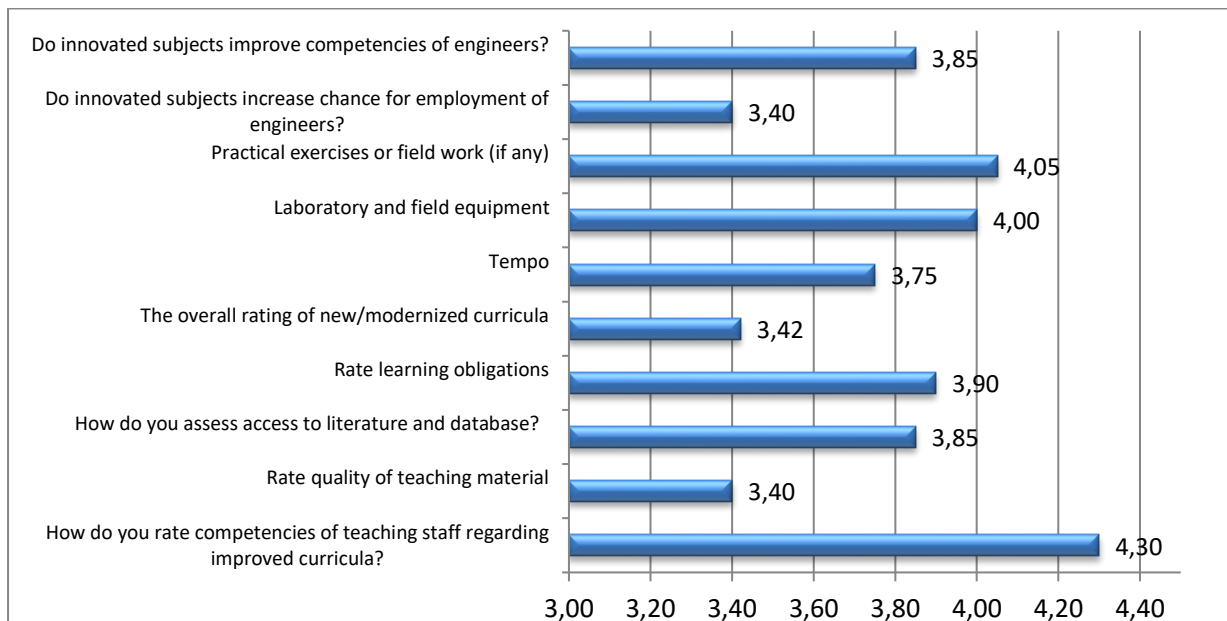


Fig 1. Average rates for modernized BSc syllabus

Study program title: Sustainable Management of Forest Ecosystems (SMFE) and MSc Landscape Architecture (LA)

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

1. Meliorations of degraded forests (MSc SMFE)
2. Soil protection (MSc SMFE)
3. Afforestation of extreme forest stands (MSc SMFE)
4. Methods for Rehabilitation of degraded land (MSc SMFE)
5. Soil degradation and rehabilitation (MSc LA)
6. Sustainable land management in landscape planning (MSc LA)

Total of 9 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?	0.0%	0.0%	22.2%	22.2%	55.6%
Rate quality of teaching material.	11.1%	0.0%	22.2%	22.2%	44.4%
How do you assess access to literature and database?	0.0%	0.0%	33.3%	44.4%	22.2%

Project number: 598403-EPP-1-2018-1-RS-EPPKA2-CBHE-JP (2018 – 2579 / 001 – 001)

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"



Rate learning obligations.	0.0%	0.0%	0.0%	77.8%	22.2%
The overall rating of new/modernized curricula.	0.0%	0.0%	11.1%	66.7%	22.2%
Tempo.	0.0%	0.0%	22.2%	44.4%	33.3%
Laboratory and field equipment.	0.0%	0.0%	44.4%	11.1%	44.4%
Practical exercises or field work (if any).	0.0%	0.0%	33.3%	11.1%	55.6%
Do new subjects increase chance for employment of engineers?	11.1%	0.0%	22.2%	44.4%	22.2%
Do new subjects improve competencies of engineers?	0.0%	0.0%	0.0%	55.6%	44.4%
Final comment and recommendations:	NO				

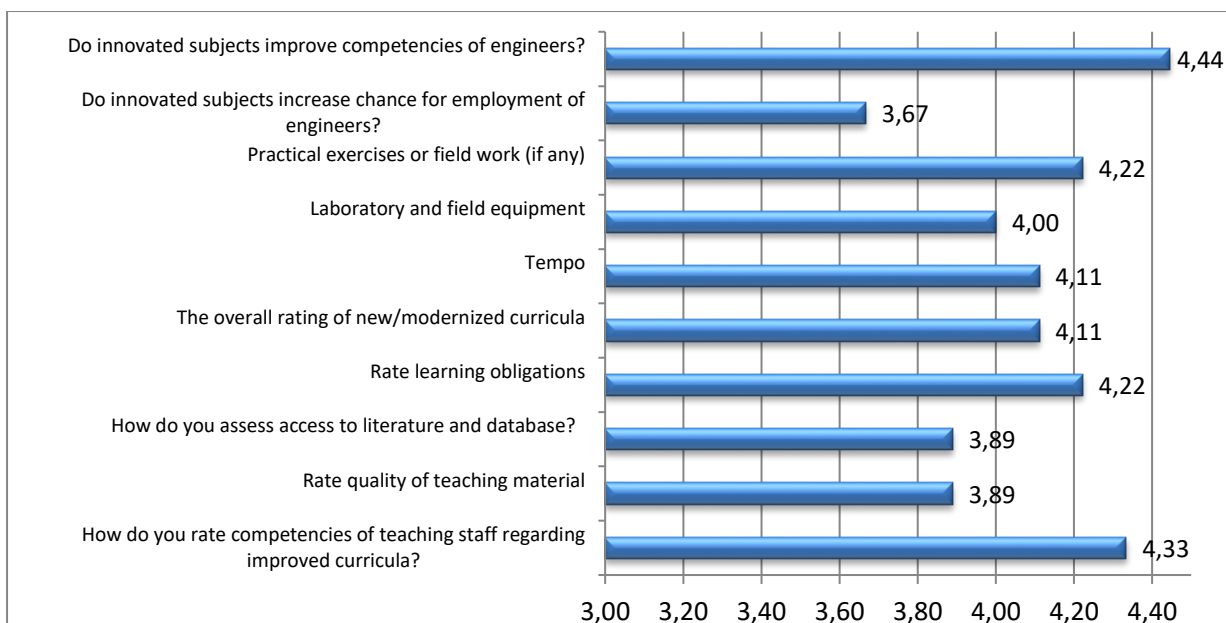


Fig 2. Average rates for modernized MSc syllabus



2. Results of evaluation by teachers on Bachelor/Master study programmes

Table 3.

Question	Poor	OK	Good	Very good	Excellent
How do you rate the quality of modernized study programme?	0.0%	0.0%	16.7%	50.0%	33.3%
How do you rate competencies of teaching staff regarding improved study programme?	0.0%	0.0%	0.0%	33.3%	66.7%
Are the new/modernized curricula attractive for students/engineers?	0.0%	0.0%	0.0%	50.0%	50.0%
Rate quality of teaching material.	0.0%	0.0%	16.7%	50.0%	33.3%
How do you assess access to literature and database?	0.0%	0.0%	16.7%	33.3%	50.0%
Rate learning obligations.	0.0%	0.0%	33.3%	50.0%	16.7%
The overall rating of modernized study programme.	0.0%	0.0%	16.7%	16.7%	66.7%
Rate modernized subjects compared to old ones.	0.0%	0.0%	0.0%	66.7%	33.3%
Rate laboratory and field equipment.	0.0%	0.0%	16.7%	83.3%	0.0%
Rate practical exercises or field work (if any).	16.7%	0.0%	16.7%	16.7%	50.0%
Do new/modernized subjects increase chance for employment of engineers?	16.7%	0.0%	33.3%	33.3%	16.7%
Do new/modernized subjects improve competencies of engineers?	0.0%	0.0%	0.0%	50.0%	50.0%
Final comment and recommendations:	NO				

Project number: 598403-EPP-1-2018-1-RS-EPPKA2-CBHE-JP (2018 – 2579 / 001 – 001)

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

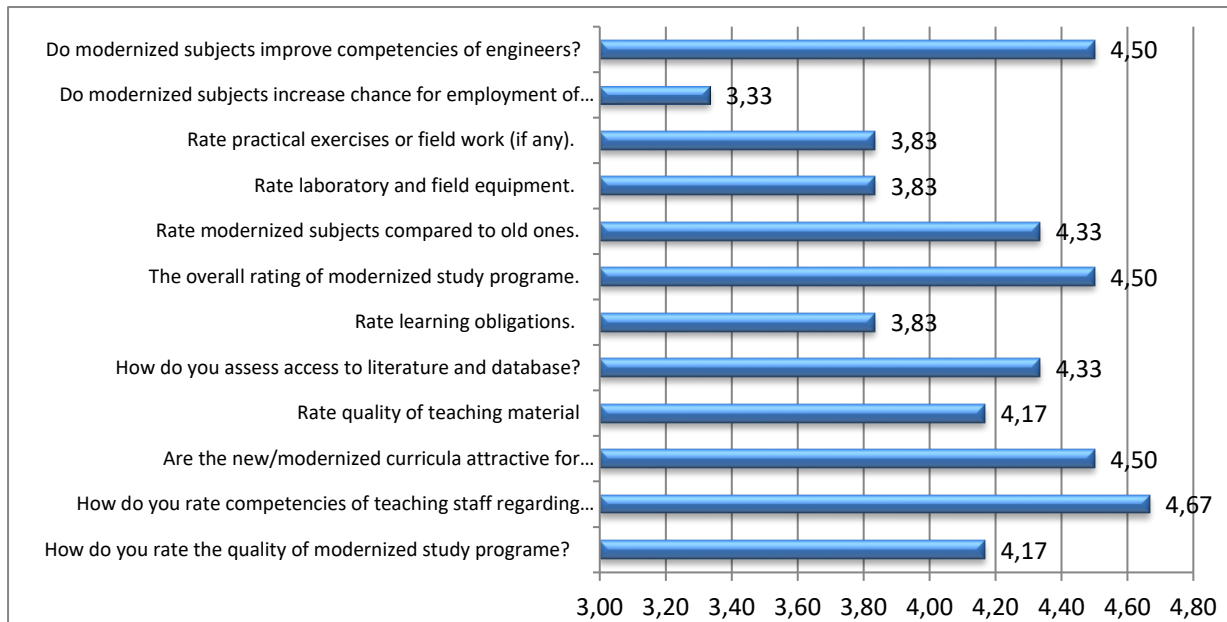


Fig 3. Average rates for modernized program by academic staff.

3. Conclusions

Bachelor and Master study - students

- Overall rate of modernized subjects on Bachelor and Master study is very high and all average rates are either 3.4 or exceed 3.4. The weakest rate were given for the question "Rate quality of teaching material" and "Do new subjects increase chance for employment of engineers?". Based on students opinion teaching materials should be improved. Also, students considers that improvement of curricula will not significantly improve chances for employment, which could be connected to socio-economic context in BiH. Also, capacities of laboratories and equipment and field exerise are not sufficient. Students are very satisfied with competencies of teaching staff regarding new/improved curricula. **Considering COVID19 situation only small number of students (39) reacted to our call to fill in the qesationary.**

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.