

**UNIVERSITY "ISA BOLETINI"
MITROVICA**



QUALITY ASSURANCE OFFICE

**Summary report for the
questionnaires
conducted with the
students of the Faculty
of Education**

BACHELOR LEVEL

Content

List of abbreviations.....3

Introduction4

Quality Assurance Office (QAO)5

Questionnaire implementation5

Questionnaire findings6

Recommendations18

List of abbreviations

HEI:	Higher Education Institution
CCQAE:	Central Commission for Quality Assurance and Evaluation
EQAS:	Electronic Quality Assessment System
UMS:	University Management System
UIBM:	University “Isa Boletini” of Mitrovica
QAO:	Quality Assurance Office
FE:	Faculty of Education

Introduction

University “Isa Boletini” in Mitrovica (hereinafter: UIBM), as a Higher Education Institution (hereinafter: HEI) established since 2013, has constantly made efforts to make the quality assurance process measurable. Each year, questionnaires were organized at UIBM with students and other relevant stakeholders, who answered questions that aimed to show the real situation at UIBM through respondents' perceptions.

UIBM has its own quality measurement mechanisms, and the process is measured and monitored continuously by deans, vice deans, and quality coordinators within the faculties.

In January 2022, in continuation of the activities to improve the quality within UIBM, in order to improve the provision of services in UIBM, improving teaching as a continuously changing process in relation to new methodologies FE has completed the questionnaire at the end of the winter semester of the academic year 2021/2022.

The whole process was transparent, and all the questionnaires were anonymous, thus respecting the dignity of each respondent and maintaining the prestige of the institution.

Below, we will present the data that were extracted from the questionnaire. In order for the report to preserve the ethics of each one and that of the institution, you will find published only some of the main findings of the questionnaire. Recommendations, as the last part of the questionnaire, will also contain suggestions and remarks that are not to be made public, and which are given by the respondents.

Quality Assurance Office (QAO)

The Quality Assurance Office is an independent office that operates within the Rectorate of University "Isa Boletini" in Mitrovica (hereinafter UIBM), and reports directly to the Rector of UIBM. QAO is committed to quality enhancement at UIBM by implementing all institutional policies and quality measuring instruments approved by the Central Commission for Quality Assurance and Evaluation (hereinafter CCQAE). Quality officers are not part of IBUM academic staff.

The office performs quality measurements using all the instruments included in the package of quality measuring instruments approved by CCQAE. QAO prepares reports containing findings and recommendations for each completed questionnaire that is sent to the Rector of UIBM. The office also sends the findings to the deans of the academic units for the purpose of planning the development of the academic staff and continuous improvement.

Questionnaire implementation

After the completion of lectures and exercises for the winter semester 2021/2022, the Faculty of Education has completed the questionnaire already part of the package of questionnaires for quality development within the Erasmus + project, QATEK. FE questionnaire data aim to improve the quality of new teacher preparation. The questionnaire was completed in Google Forms and sent to FE students for completion via email. The questionnaire contained a total of 23 questions, 20 closed questions, and 3 open questions, where students assessed teaching, subject matter, and resources.

The questionnaire was divided into two levels:

- Teaching quality and teaching style
- Subjects and resources

The questions were intended to look at these key aspects:

- Teachers' approach to students;
- Online learning;
- Teacher's behaviour;

- Student evaluation;
- Learning outcomes.

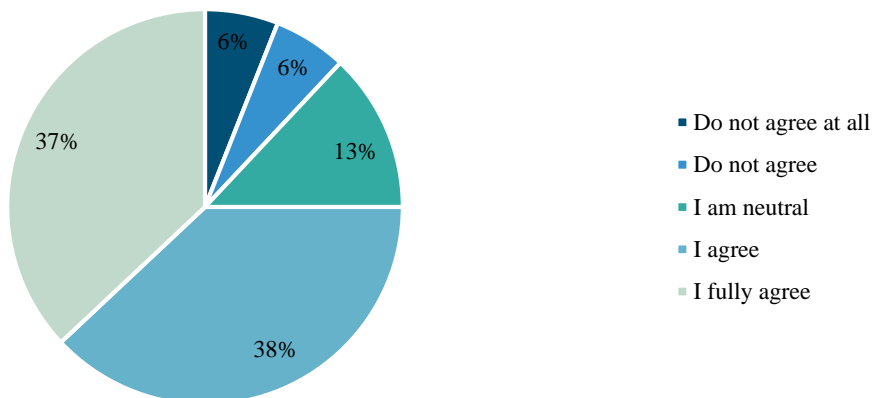
Questionnaire findings

The questionnaire was completed voluntarily by students who submitted the applications to undergo the exams during the regular exam time in January, at the Faculty of Education, Bachelor level. The FE Quality Coordinator distributed the questionnaire to all the academic staff of the Faculty of Education and we received 1176 responses from students, where the participation of students in the questionnaire is considered satisfactory. From the findings, the students have been honest in their responses, and we have received many comments and suggestions indicating their interest in contributing to the processes at UIBM.

This report expresses the general statistics and the recommendations that emerge from the totality of the answers at the faculty level as well as for each professor.

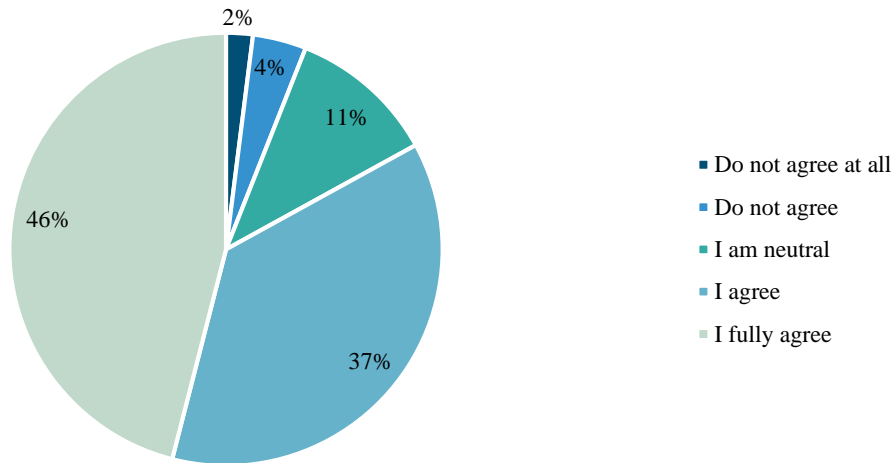
The chart below shows that most students agreed that relevant course information was published and is easily accessible to students by the professor/assistant, slightly more than a tenth were neutral, and a small percentage of students answered that they do not agree/do not agree at all.

1. All relevant course information has been published and is easily accessible to students by the professor / assistant



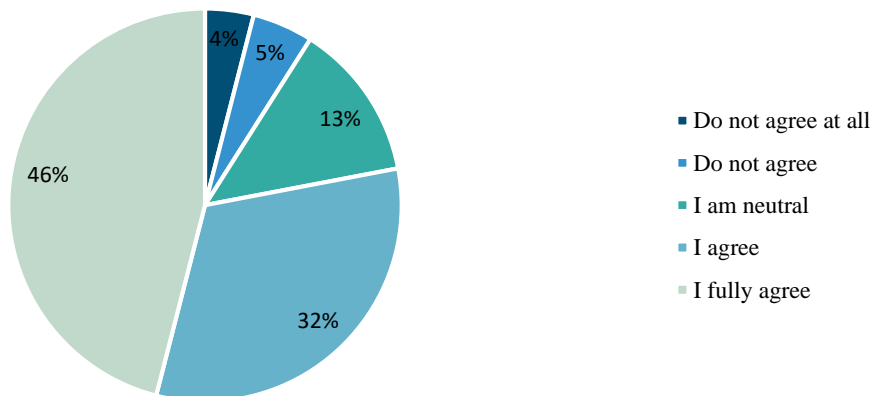
The second chart in a row shows that most students agreed that different parts of the course (lectures, exercises, seminars, etc.) are interrelated and complement each other, just over a tenth of students were neutral, and one a small percentage of students answered that they do not agree/do not agree at all.

2. Different parts of the course (lectures, exercises, seminars, etc.) are interrelated and complement each other



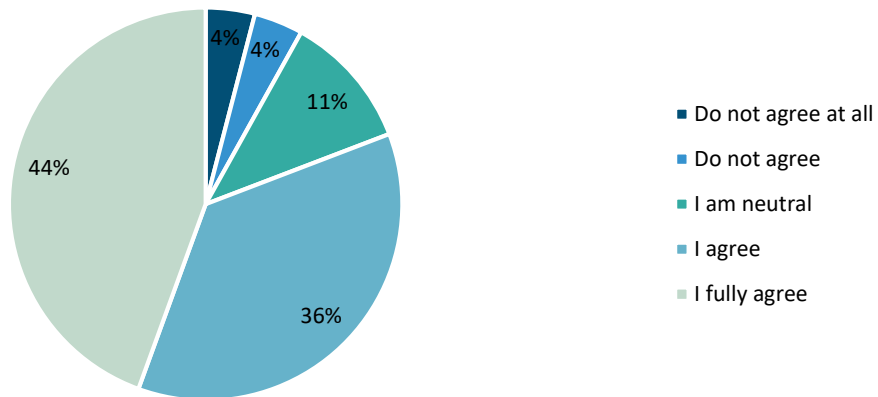
The third chart shows that most students agreed that the schedule and activities planned for the course were respected by the teacher/assistant, a little over a tenth of the students were neutral, and a small percentage of students responded that they disagree/do not agree at all.

3. The schedule and activities planned for the course are respected by the teacher / assistant



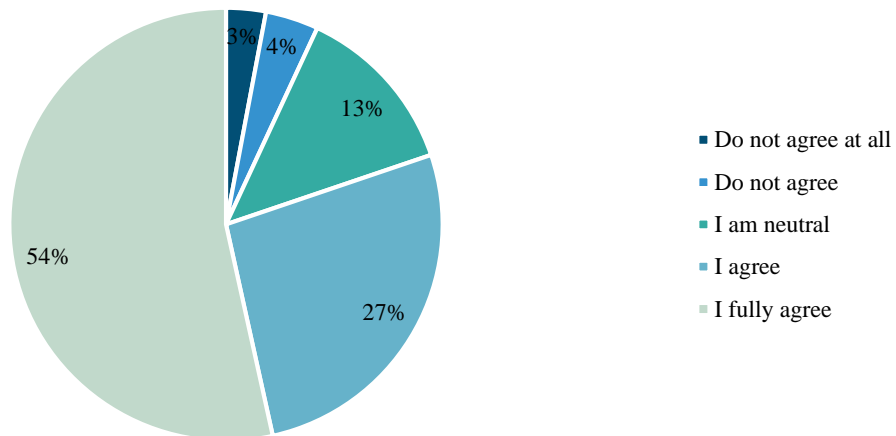
The fourth chart shows that most students agreed that the syllabus of the course published on the faculty website was respected by the teacher, slightly more than one tenth of the students were neutral and a small number of students responded that they disagree/do not agree at all.

4. The syllabus of the course published on the website of the faculty has been respected by the teacher



The fifth chart shows that most of the students agreed that the teacher / assistant was clear in the presentations/lectures/exercises of the course content, a little more than one tenth of the students were neutral and a small number of students responded that they do not agree/do not agree at all.

5. The teacher/assistant was clear in the presentation/lectures/exercises of the course content



The following chart shows that most students agreed that the activities organized by the teacher/assistant (practical work, laboratory work with concrete tools or situation simulation) facilitated your learning, less than one fifth were neutral and one a small number of students answered that they do not agree/do not agree at all.

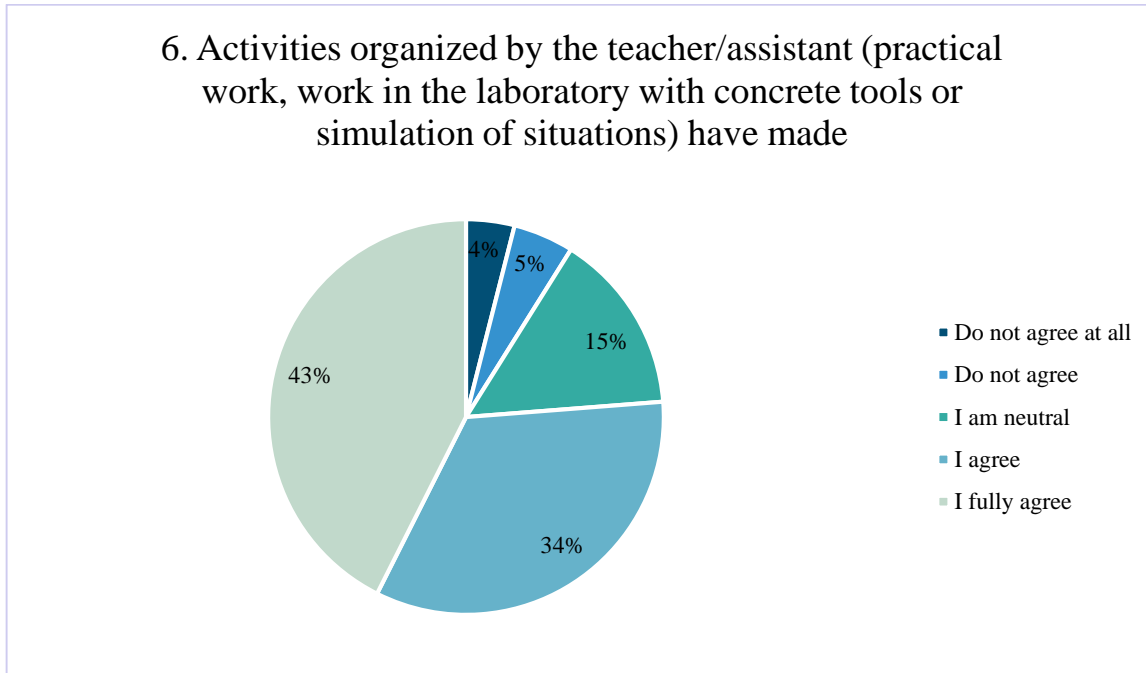


Chart 7 shows that most students agreed that the teacher/assistant encouraged the students to express their opinion and ask questions, just over one tenth of the students were neutral and a small number of students responded that they do not agree/do not agree at all.

7. The teacher/assistant encouraged the students to express their opinion and ask questions

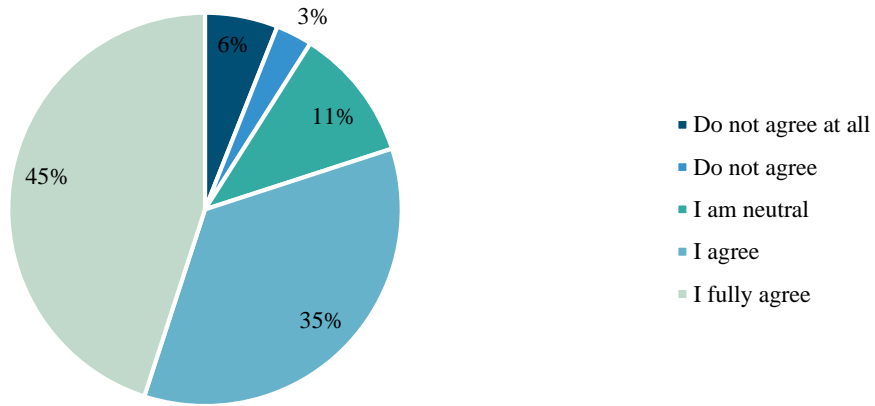


Chart 8 shows that most students agreed that the resources/teaching materials/ experiments were adequate to teach the subject, a little over a tenth were neutral and a small number of students answered that they do not agree/do not agree at all.

8. Resources/Teaching materials/Experiments have been adequate to teach the subject

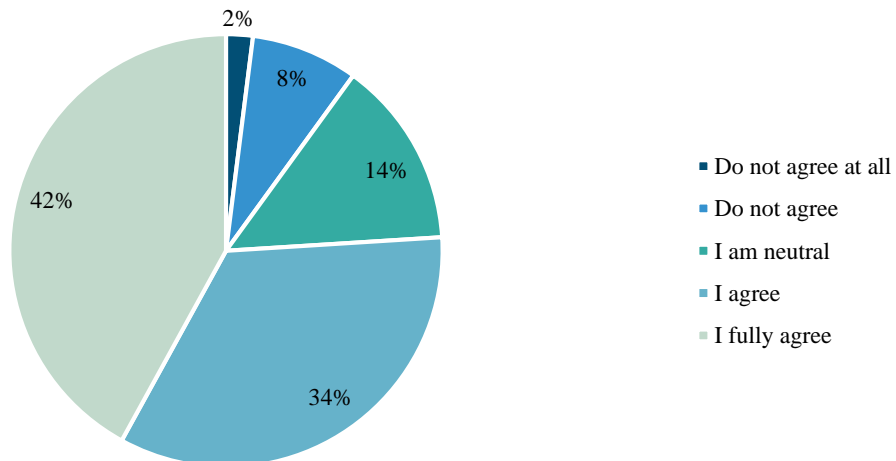


Chart 9 shows that most students agreed that learning resources/materials were published in SMU or Google Meet, less than one-fifth of students were neutral, just over one tenth of students disagreed and a little over a tenth do not agree at all.

9. Learning resources/materials have been published in UMS or Google Meet

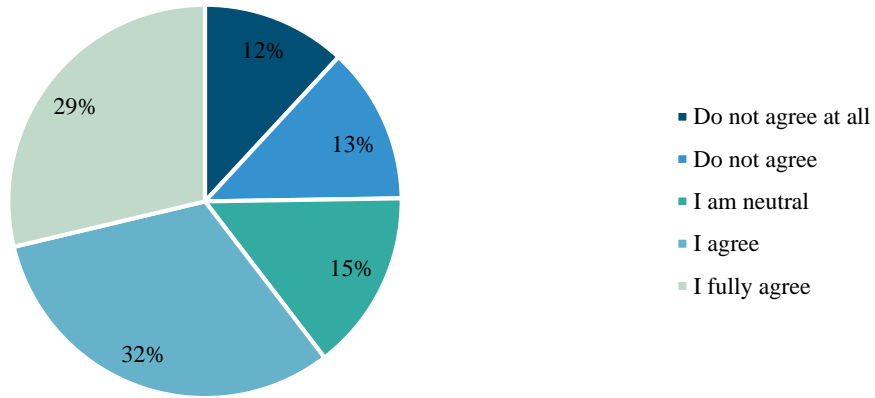


Chart ten shows that most students agreed that the subject teacher/assistant was ready and available for further clarification, one tenth of the students were neutral regarding this question, and a small number of students answered that they do not agree/do not agree at all.

10. The subject teacher/assistant was ready and available for further clarification

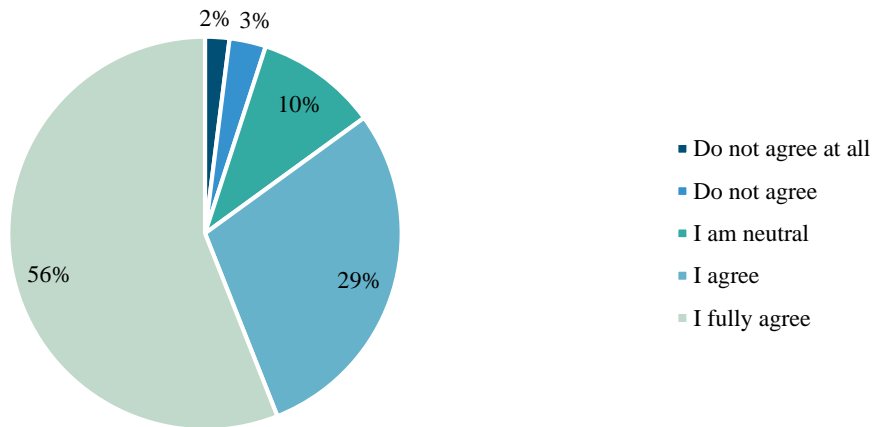


Chart eleven shows that most students agreed that the teacher / assistant was motivating and raised their interest in the subject, less than one-fifth were neutral on this question, and a small number of students were answered that they do not agree/do not agree at all.

11. The teacher/assistant was motivating and raised my interest in the subject

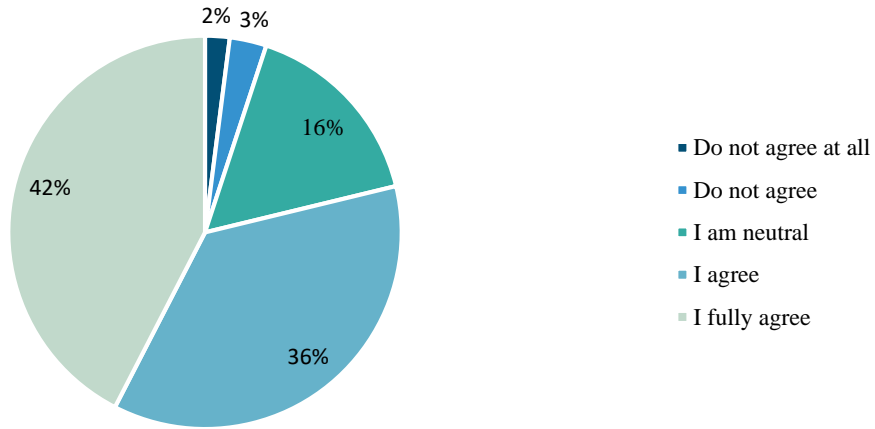


Chart twelve shows that most students agreed that they had sufficiently developed the planned competencies for the course, less than one-fifth were neutral on this question, and a small number of students answered that they did not agree/do not agree at all.

12. I consider that I have managed to sufficiently develop the competencies planned for the course

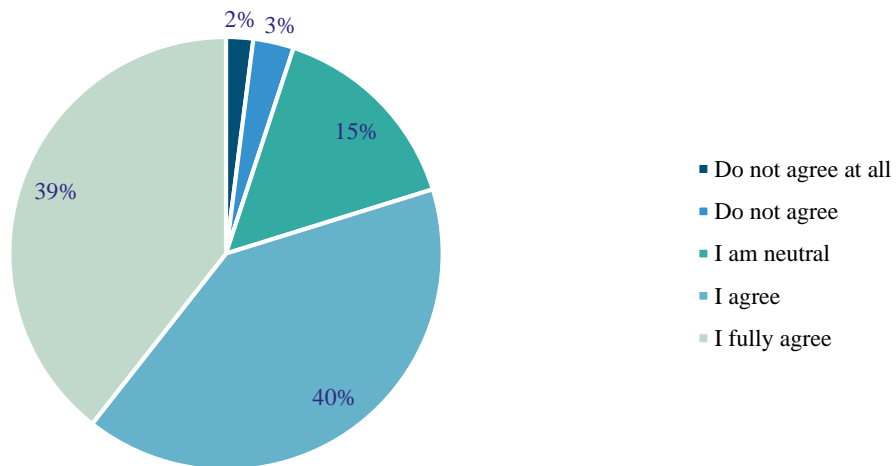
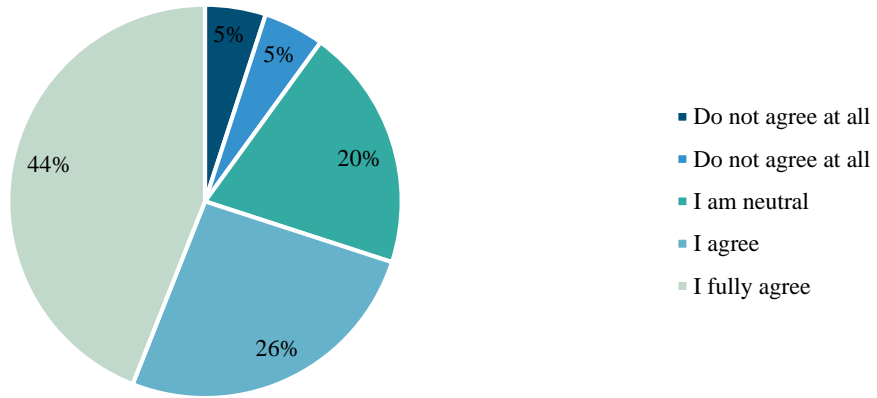


Chart thirteen shows that most students agreed that they managed to develop sufficient competencies even though the lesson was held online, one-fifth of the students were neutral regarding this question, and a small number of students answered that they do not agree/do not agree at all.

13. I consider that I have managed to develop enough competencies even though the lesson is held online



The fourteenth chart shows that most students agreed that the assessment procedures and criteria were defined from the beginning of the course/course, a little over a tenth were neutral regarding this question, and a small number of students answered that they do not agree/do not agree at all.

14. Assessment procedures and criteria have been defined since the beginning of the course

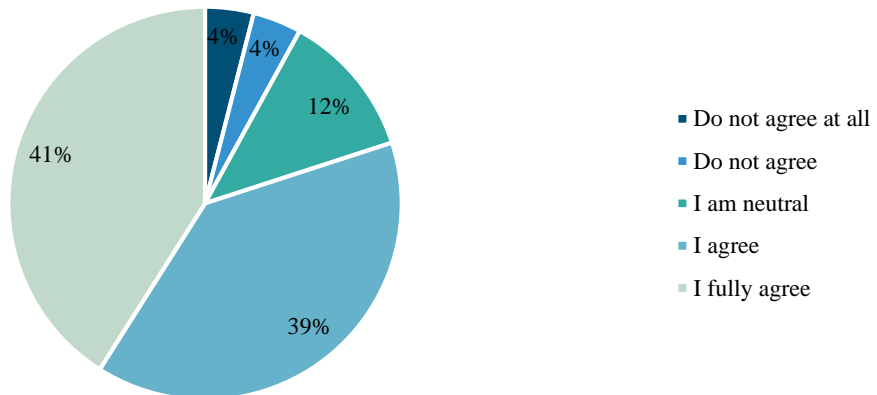
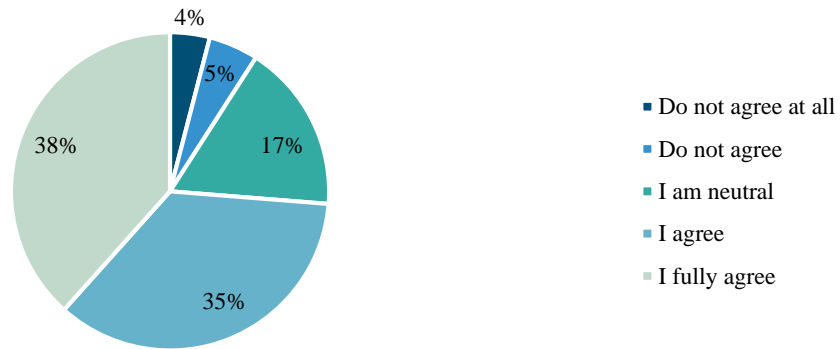


Chart fifteen shows that most students agreed that the teacher / assistant used continuous assessment and considered the syllabus-defined commitment in the final assessment, slightly less than one-fifth were neutral on this question, and a small number of students answered that they do not agree/do not agree at all.

15. The teacher/assistant has used continuous assessment and has taken into account the commitment defined by the syllabus (eg group work, individual, projects, etc.) in the final assessment



The following chart shows that most students agreed that the final assessment of students for the subject by the teacher/assistant was correct, just over one-fifth were neutral on this question, and a small number of students responded that they do not agree/do not agree at all.

16. The final evaluation of the students for the subject by the teacher/assistant was fair

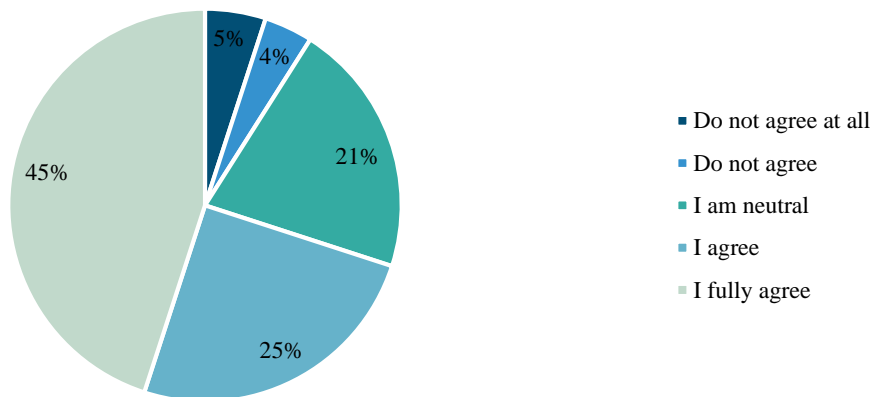
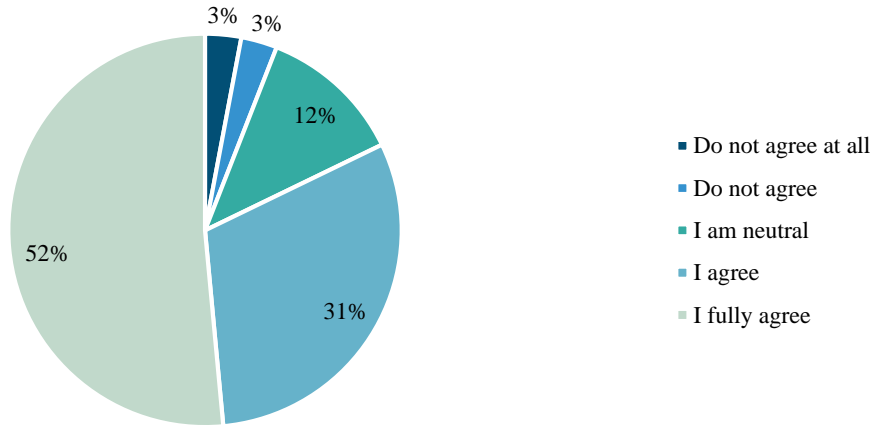


Figure seventeen shows that most students agreed that the teacher/assistant provided effective feedback, a little over a tenth were neutral on this question, and a small number of students answered that they did not agree/disagree at all.

17. The teacher/assistant provided effective feedback to the students



The eighteenth diagram shows that most students agreed that the teacher/assistant inspired them to learn more about the subject, almost one-fifth were neutral on this question, and a small number of students answered that they do not agree/do not agree at all.

18. Our teacher/assistant inspired the students to learn even more about the subject

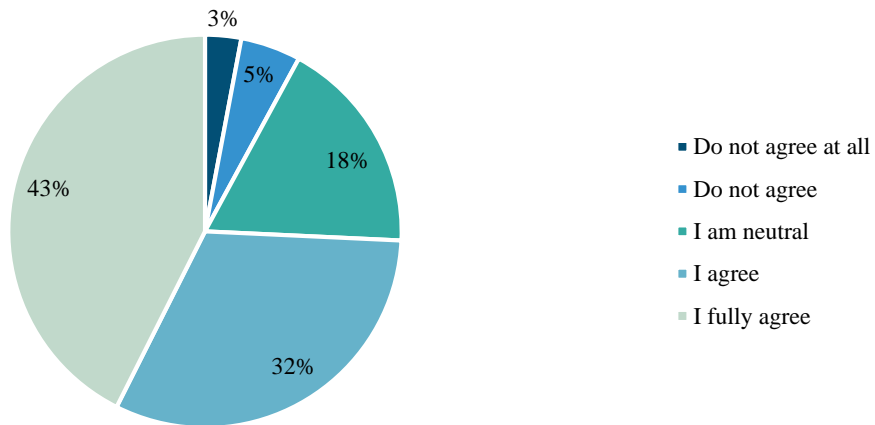
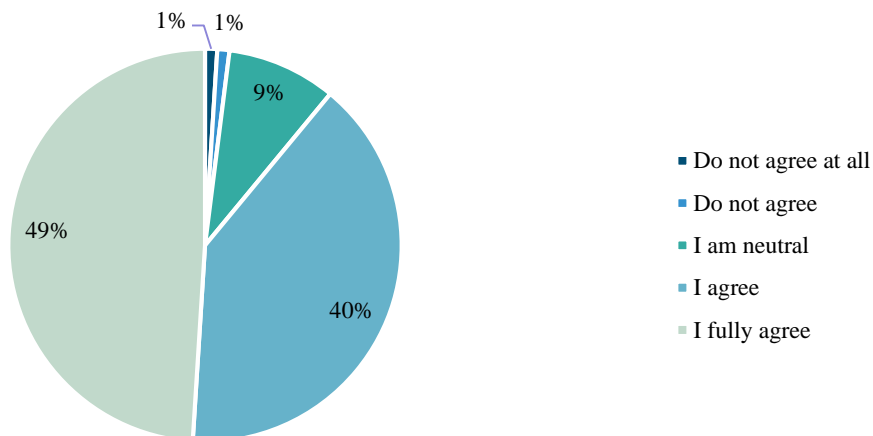


Chart nineteen shows that a high percentage of students agreed that the teacher/assistant treated them with respect, almost one-tenth were neutral on this question, and a small number of students answered that they disagree/do not agree at all.

19. The teacher/assistant treated the students with due respect



20. List some strengths of the subject's teacher/assistant in relation to his/her teaching:

Some of the students' answers to this question are:

- The professors were clear during the explanation
- Regular in exercises/lectures and prepared for the subject
- Encouraging, creative, motivating, skilled
- Adequate approach, respect for opinions
- Communication skills, cooperation
- Ready for additional clarifications,
- Promoting critical thinking
- Good lesson management
- Creativity, punctuality,

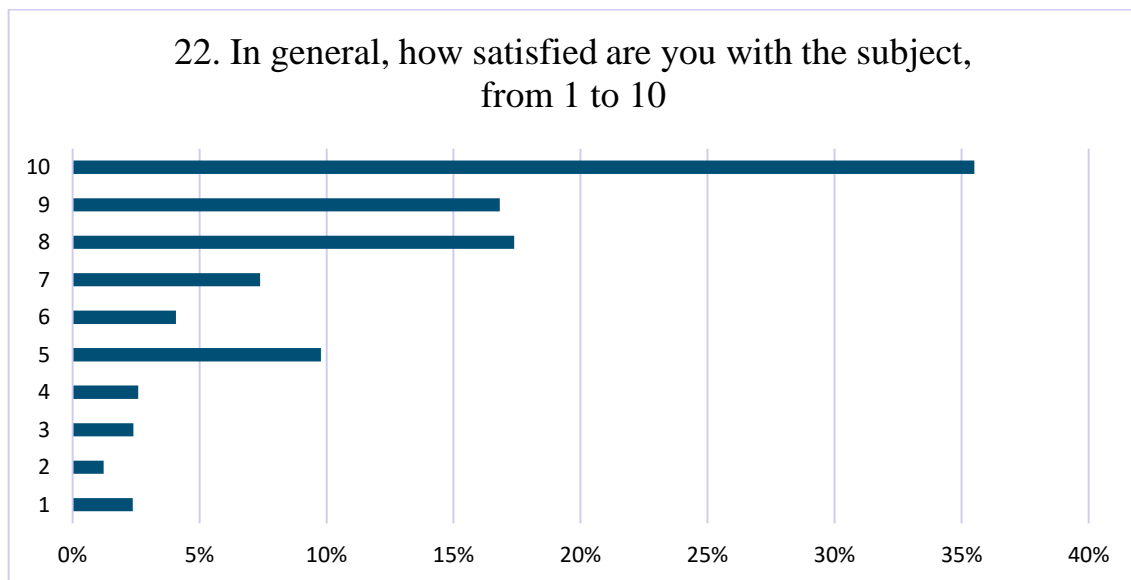
21. List some aspects that you would suggest improving or changing for the subject teacher / assistant

Some of the students' answers to this question are:

- Practical work,
- Additional and simpler teaching materials
- Establishment of collaborations with various institutions for certain areas
- To be more organized
- Be active listeners

- Holding exercises or practice for the given subject
- The topics are not explained according to the syllabus of the course
- Delay of exam results
- Respond to emails
- Fair and equal and continuous evaluation
- Use of different teaching techniques

The final diagram in terms of closed questions shows that most students are satisfied with the subjects as most of them have graded from 5 and above.



23. Write if you have something else for the subject and teaching?

Most of the students had positive comments, but there were also those who mentioned that the teaching form should change and there should be fewer theories and more practice.

Recommendations

The Quality Office at UIBM, after reviewing the answers of Bachelor's students at the Faculty of Education and following the analyses of all questions and comments, at this stage of the institution's development, recommends to the senior management of UIBM to undertake the steps given below:

- To continuously invest in training of academic staff on teaching methods;
- Academic staff and faculties shall consider the focus of academic content also on the development of students' skills and abilities during online learning.
- Academic units shall enable the signing of as many internship agreements for students;
- To reach as many agreements as possible with other local and international HEIs, to enable students' mobility;
- To look at the financial possibilities for continuous enrichment of the UIBM physical and electronic library.