

**UNIVERSITY "ISA BOLETINI"
MITROVICA**



Quality Assurance Office

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

**BACHELOR LEVEL
(Summer semester)
July, 2022**

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List of abbreviations

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

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Introduction

University "Isa Boletini" in Mitrovica (hereinafter: UIBM), as a Higher Education Institution (hereinafter: HEI) established since 2013, has continuously made efforts to make the quality assurance process measurable. Every year, questionnaires have been organized at UIBM with students and other relevant actors, who answered the questions that were intended to show the real situation at UIBM through the perception of the respondents.

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

In May 2022, in the wake of activities to improve quality within UIBM, with the aim of improving the provision of services at UIBM, improving teaching as a constantly changing process in relation to new methodologies, FE has carried out the questionnaire at the end of the summer semester of the 2021/2022 academic year.

The entire process has been transparent, and all questionnaires have been anonymous, thus respecting the dignity of each respondent and preserving the institution's prestige.

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

Quality Assurance Office (QAO)

The Office for Quality Assurance is an independent office that functions within the Rectorate of University "Isa Boletini" in Mitrovica (hereafter UIBM) which reports directly to the Rector of UIBM. QAO engages in increasing quality at UIBM by implementing all institutional policies and quality

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measuring instruments approved by the Central Commission for Quality Assurance and Evaluation (hereinafter CCQAE). Quality officers are not part of the UIBM academic staff.

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

Realization of the questionnaire

After the completion of the lectures and exercises for the summer semester 2021/2022, the Faculty of Education has completed the questionnaire, now part of the package of questionnaires for quality development within the Erasmus's+ project, QATEK. The questionnaire data for FE aims to improve the quality in the preparation of new teachers. The questionnaire was carried out at EQAS, where it contained a total of 26 questions, 23 closed questions and 3 open questions, where the students evaluated the teaching, the subject and the resources.

The questionnaire was divided into two levels:

- Teaching quality and teaching style
- Subject matter and resources

The questions were intended to see these main aspects:

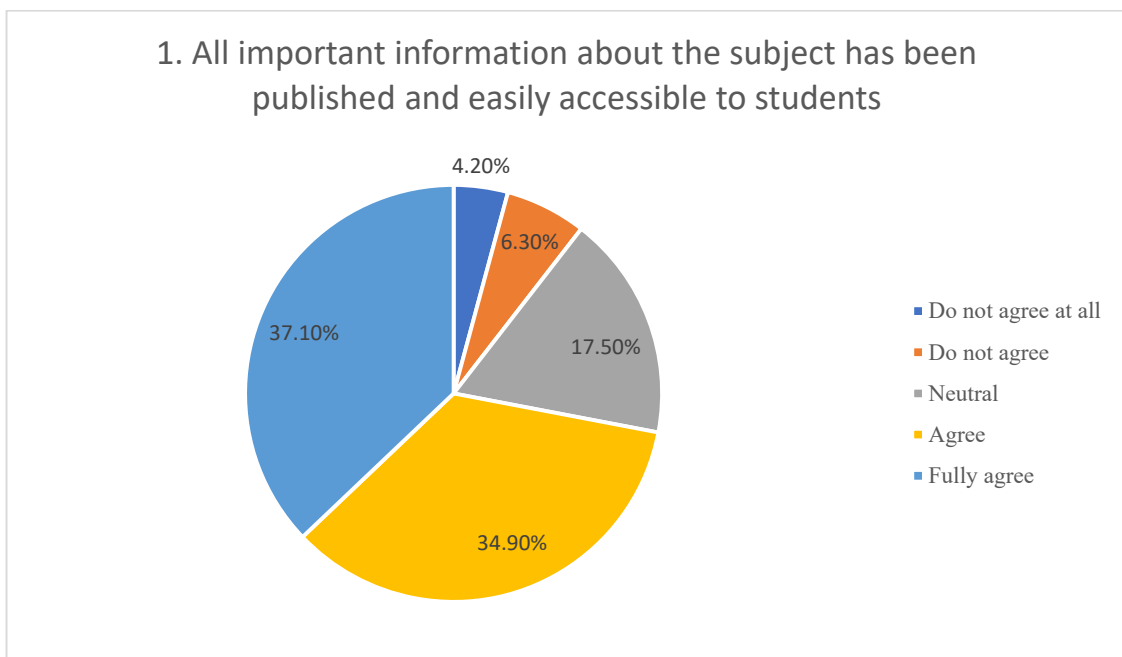
- Teachers' approach to students;
- Online learning;
- The behavior of teachers;
- Student assessment;
- Learning outcomes.

Questionnaire findings

The questionnaire was filled out voluntarily by the students who presented the exams in the regular exam period of June, at the Faculty of Education, Bachelor level. In this questionnaire, 1507 students answered, where the students' participation in the questionnaire is considered satisfactory. From the findings, students have been honest in their responses, and we have received many comments and suggestions that show their interest in contributing to the processes at UIBM.

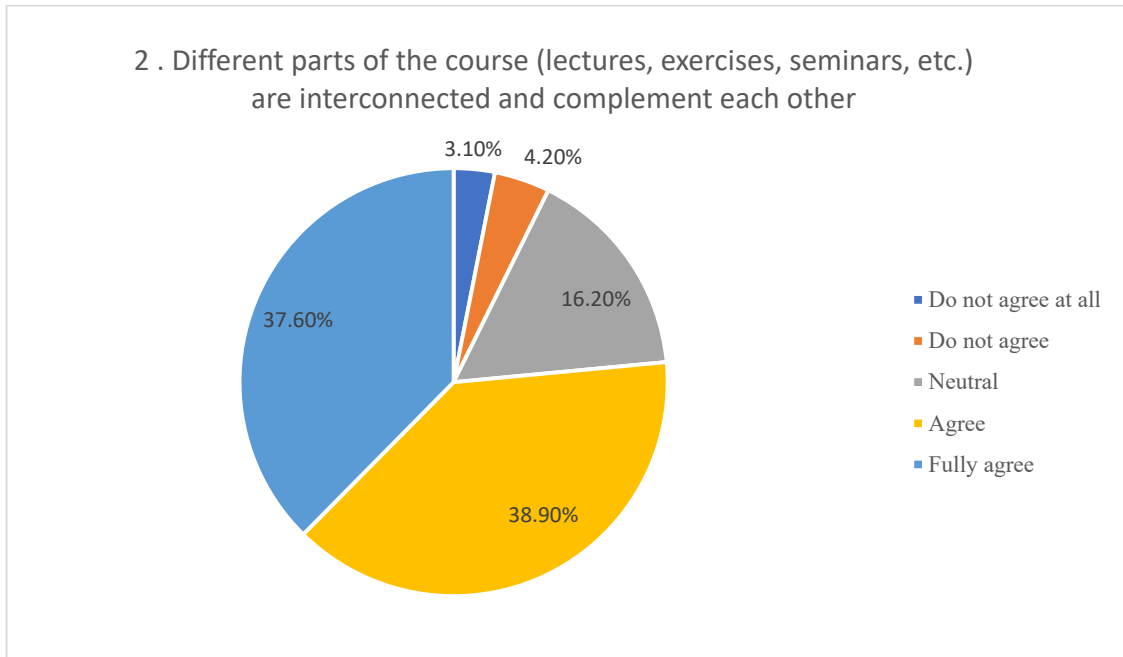
This report expresses the general statistics, and the recommendations that emerge from the totality of the responses at the faculty level as well as for each professor.

The following diagram shows that the majority of students agreed that important information about the course was published and easily accessible to students by the professor/assistant, more than one-tenth were neutral, and one-tenth of students answered that disagree/strongly disagree.

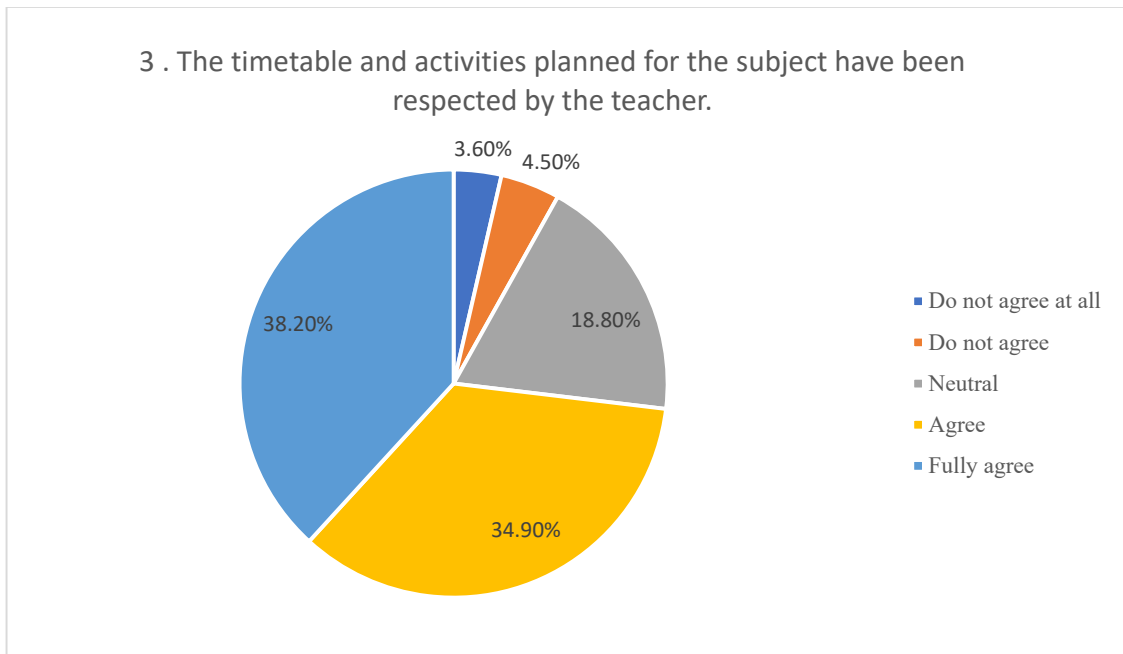


The second diagram in a row shows that the majority of students agreed that different parts of the course (lectures, exercises, seminars, etc.) are interconnected and complement each other, slightly more than one tenth of students were neutral, and one a small percentage of students answered that they do not agree/do not agree at all.

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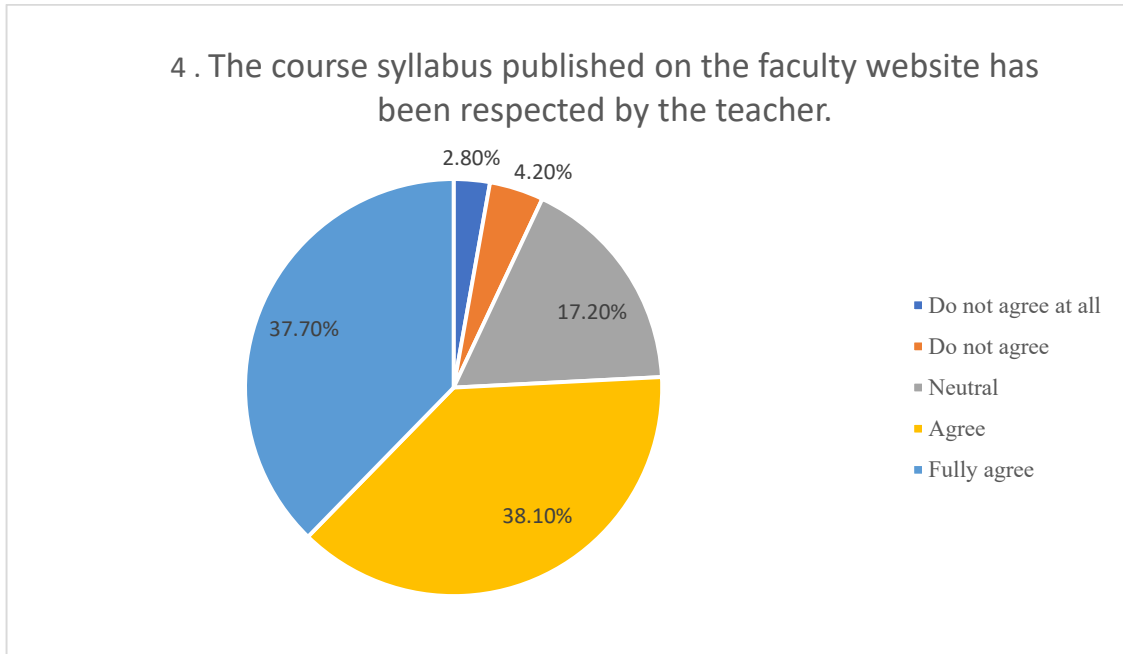


The third diagram shows that the majority of students agreed that the schedule and activities planned for the subject were respected by the teacher/assistant, almost one fifth of the students were neutral, and a small percentage of students answered that they disagree/not at all agree.

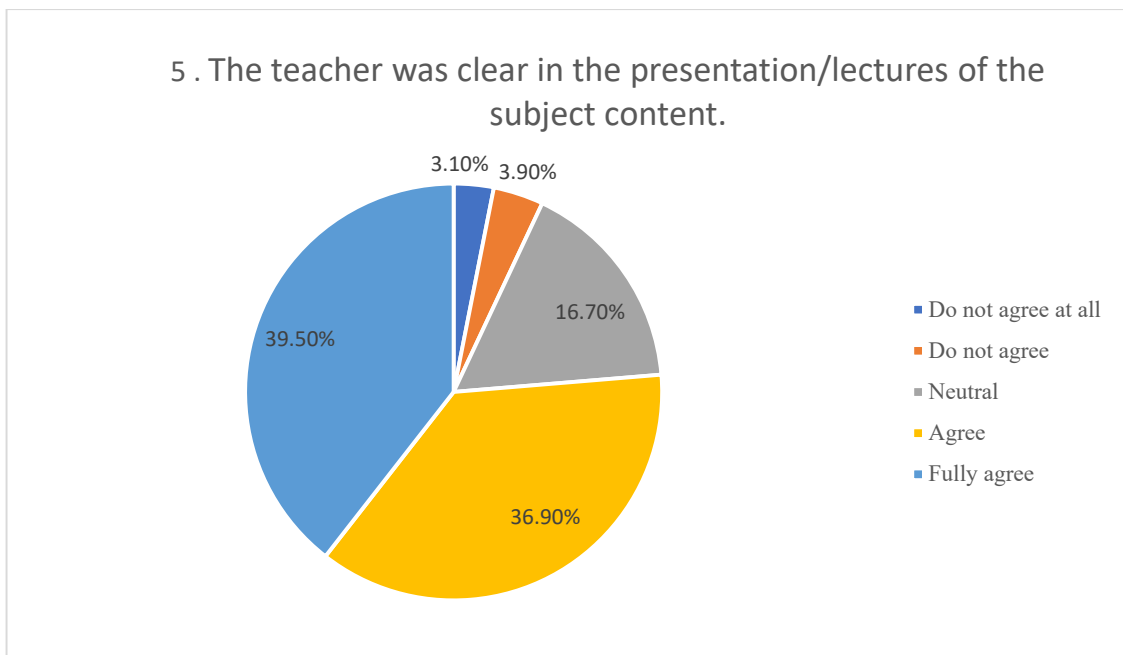


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The fourth diagram shows that the majority of students agreed that the course syllabus published on the faculty website was respected by the teacher, almost a fifth of the students were neutral and a small number of students answered that they disagree/not at all agree.

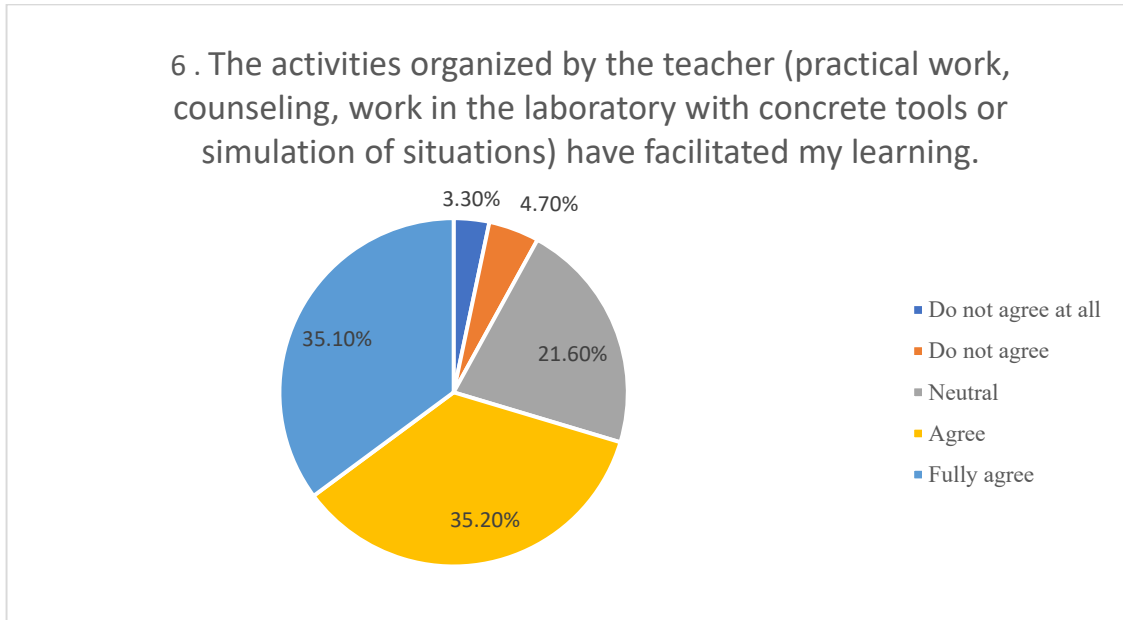


The fifth diagram shows that the majority of students agreed that the teacher/assistant was clear in the presentations/lectures/exercises of the subject content, slightly more than one tenth of the students were neutral and a small number of students they answered that they do not agree/do not agree at all.

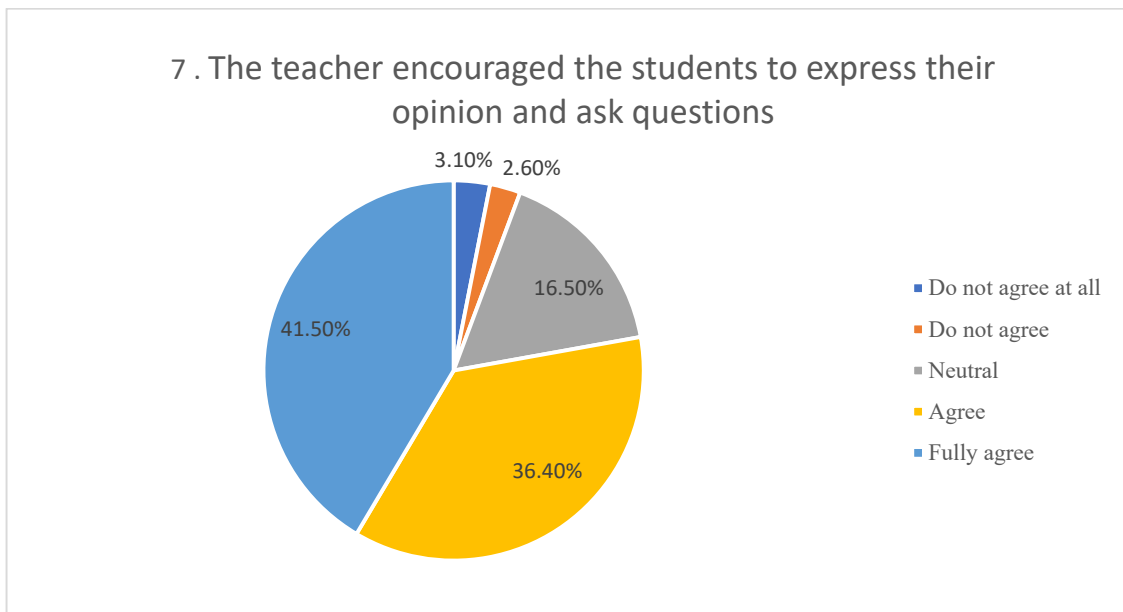


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The following diagram shows that the majority of students agreed that the activities organized by the teacher/assistant (practical work, work in the laboratory with concrete tools or simulation of situations) facilitated their learning, one fifth were neutral and a small number of students answered that they do not agree/do not agree at all.

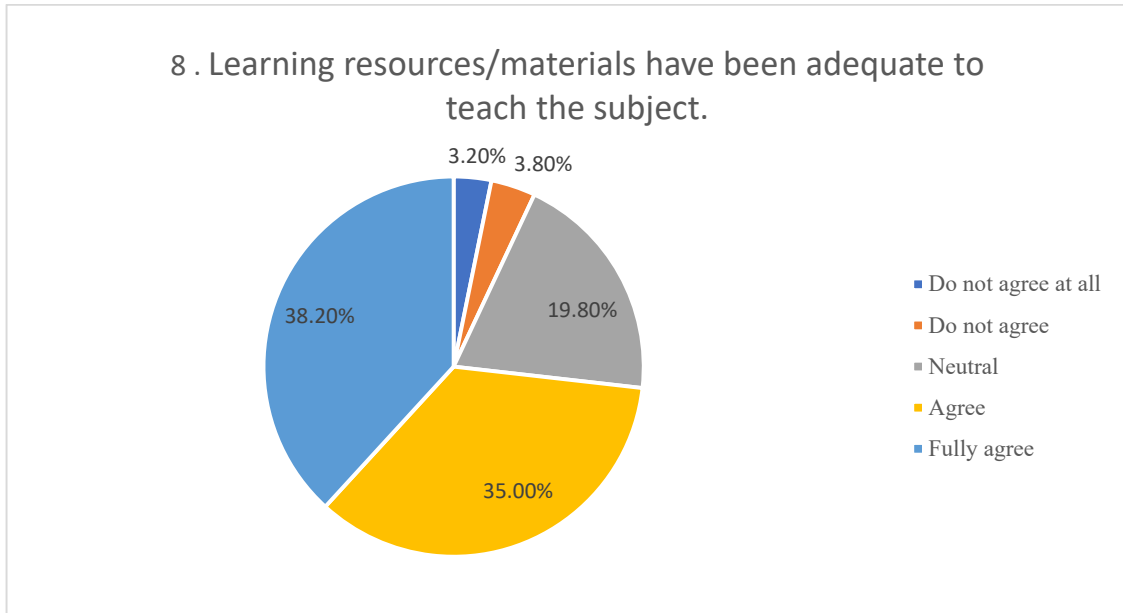


The seventh diagram shows that the majority of students agreed that the teacher/assistant encouraged students to express their opinion and ask questions, slightly more than a tenth of students were neutral and a small number of students answered that disagree/strongly disagree.

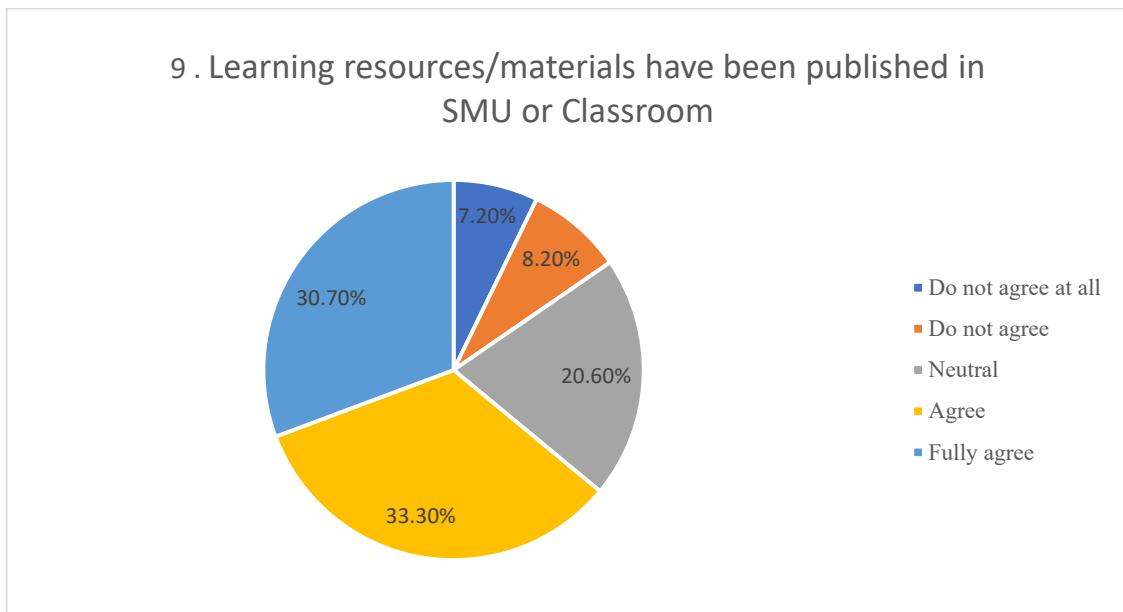


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The eighth diagram shows that the majority of students agreed that the resources/learning materials/experiments were adequate to learn the subject, almost one fifth were neutral and a small number of students answered that they disagreed/strongly disagreed .



The ninth diagram shows that most students agreed that learning resources/materials were published on UMS or Google Meet, one fifth of students were neutral, less than one tenth of students disagreed and less than a tenth do not agree at all.



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The tenth diagram shows that the majority of students agreed that the teacher/subject assistant was ready and available for additional clarification, more than a 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.

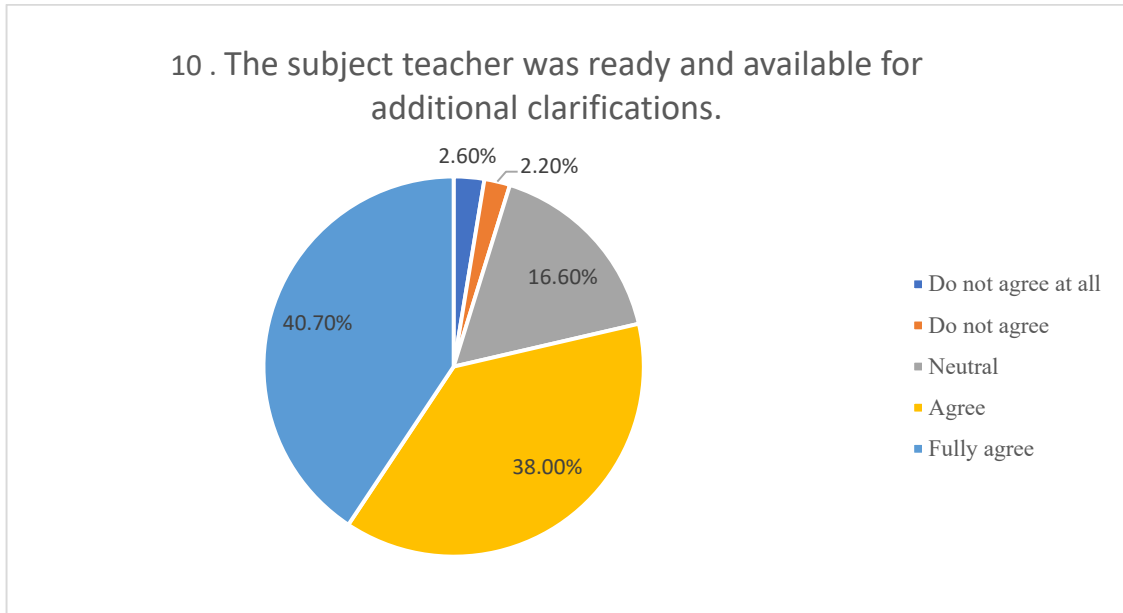
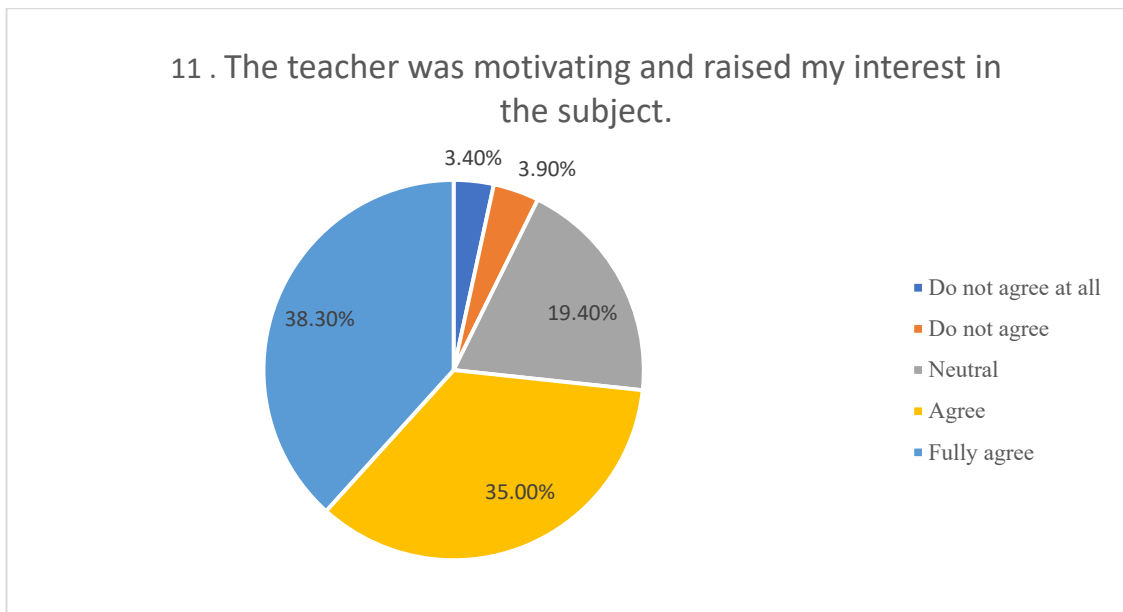
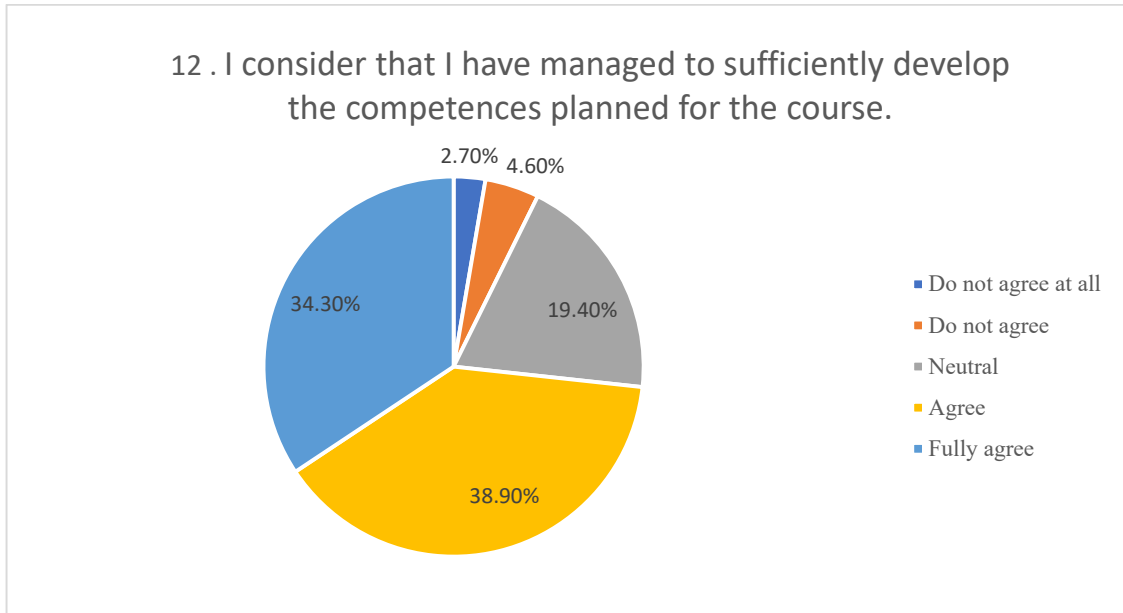


Diagram eleven shows that most students agreed that the teacher/assistant was motivating and raised their interest in the subject, less than a fifth were neutral on this question, and a small number of students were answered that they do not agree/do not agree at all.

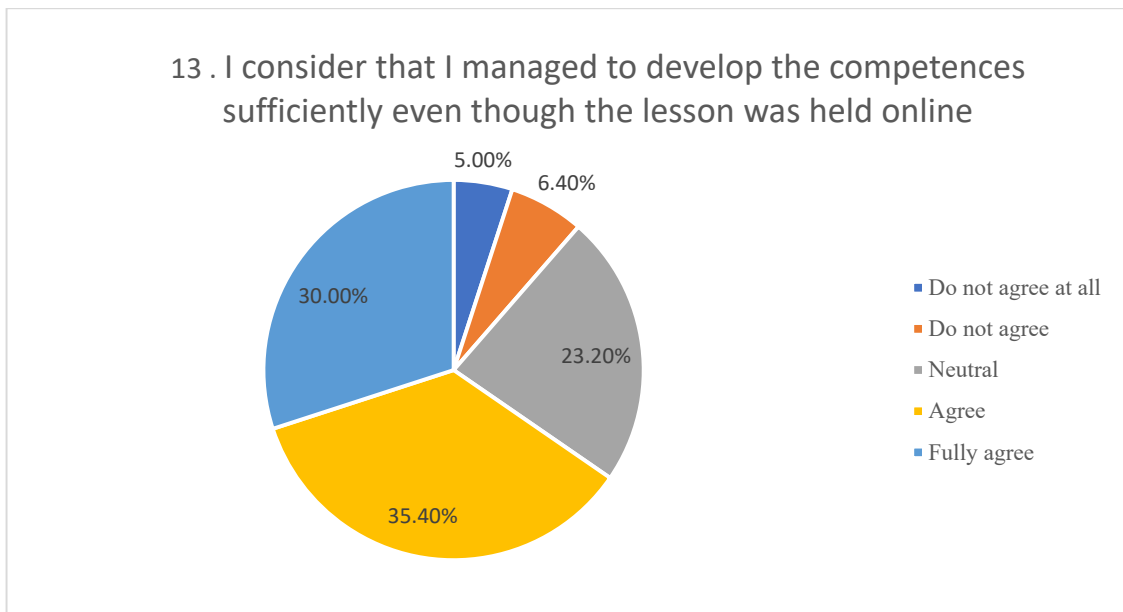


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The twelfth diagram shows that the majority of students agreed that they managed to develop sufficiently the planned competences for the subject, less than one fifth were neutral regarding this question, and a small number of students answered that they disagree/ do not agree at all.

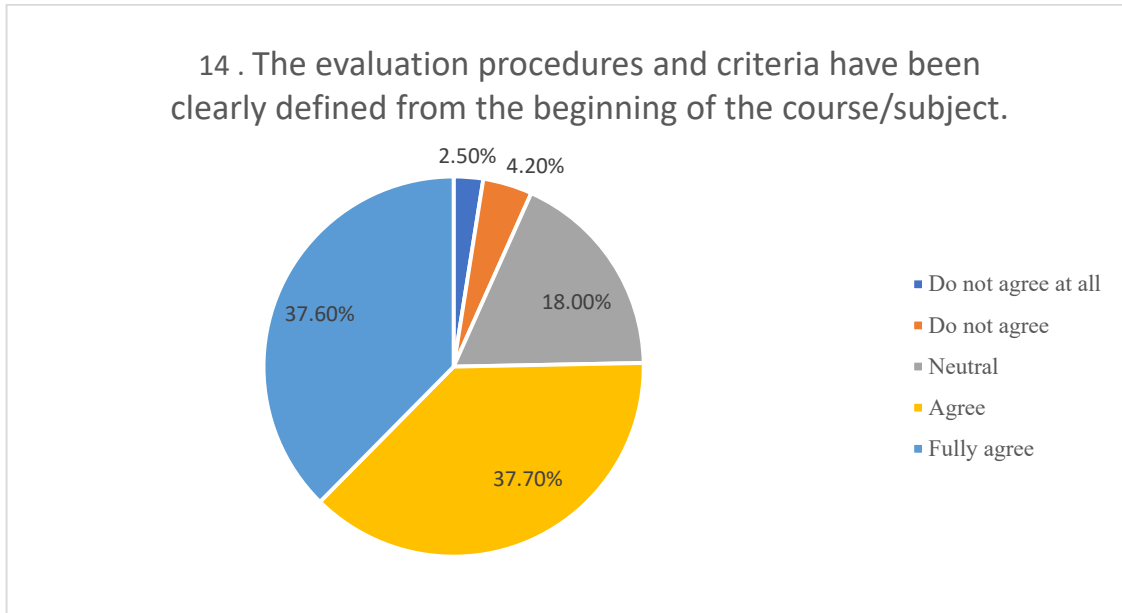


The thirteenth diagram shows that the majority of students agreed that they managed to develop enough competences even though the lesson was held online, one fifth of the students were neutral regarding this question, and a small number of students answered that they disagree /do not agree at all.

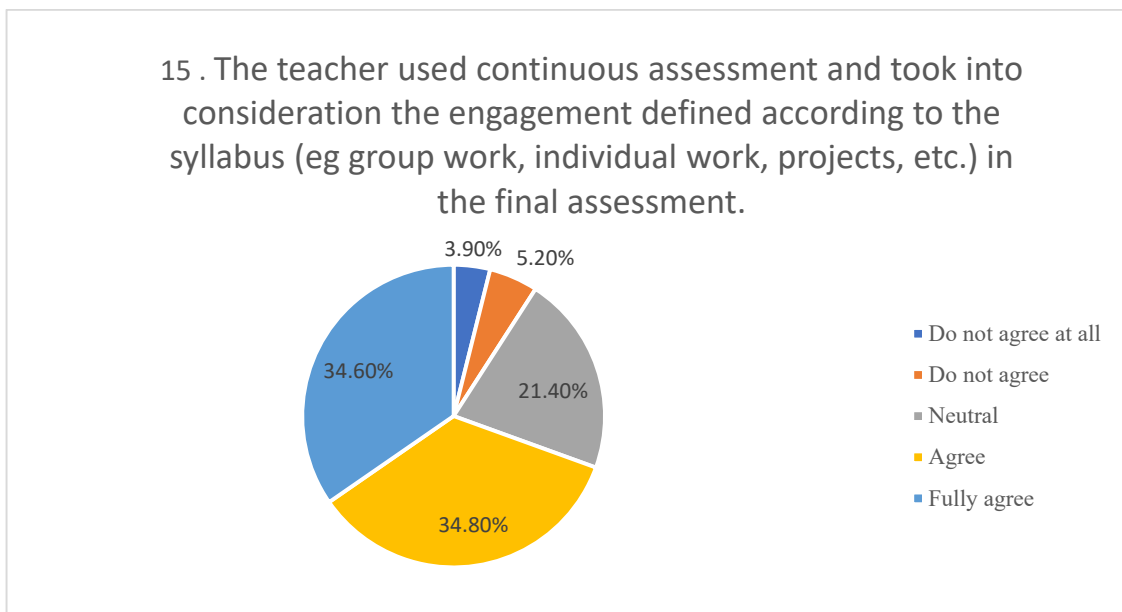


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The fourteenth diagram in a row shows that the majority of students agreed that the assessment procedures and criteria were defined at the beginning of the course/subject, less than a tenth were neutral on this question, and a small number of students answered that they do not agree/do not agree at all.



The fifteenth diagram shows that the majority of students agreed that the teacher/assistant used continuous assessment and took into account the engagement defined by the syllabus in the final assessment, one fifth were neutral regarding this question, and a small number of students answered that they do not agree/do not agree at all.



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The following diagram shows that the majority of students agreed that the students' final assessment of the subject by the teacher/assistant was correct, slightly more than a fifth were neutral on this question, and a small number of students they answered that they do not agree/do not agree at all.

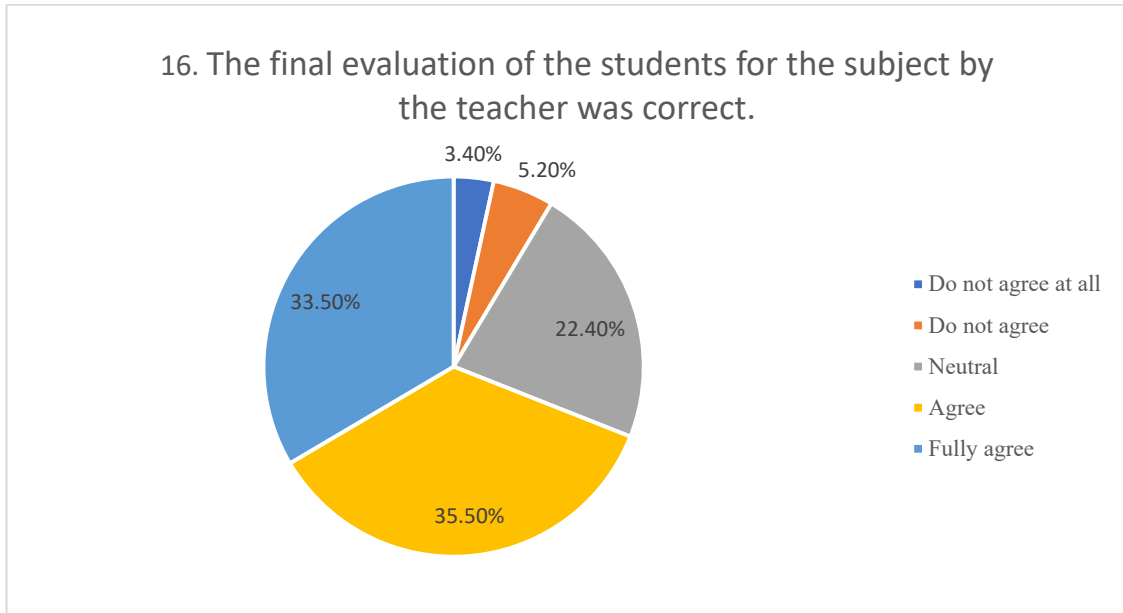
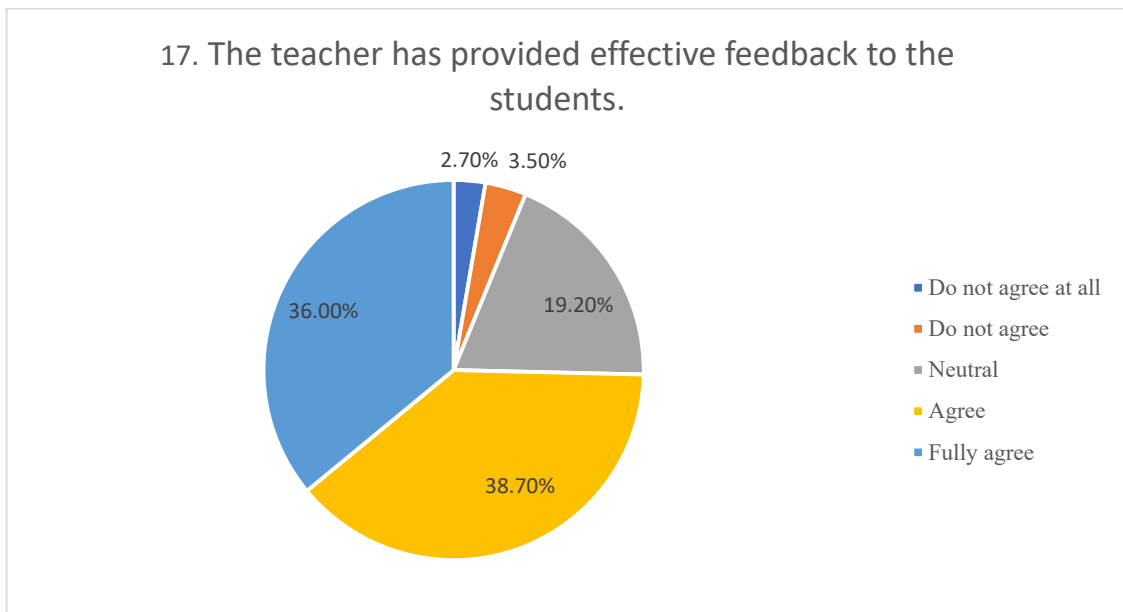


Diagram seventeen shows that the majority of students agreed that the teacher/assistant provided effective feedback, nearly one-fifth were neutral on this question, and a small number of students answered that they disagree/not at all do not agree.



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Diagram eighteen shows that most students agreed that the teacher/assistant inspired them to learn more about the subject, nearly one-fifth of them were neutral about this question, and a small number of students answered that disagree/strongly disagree.

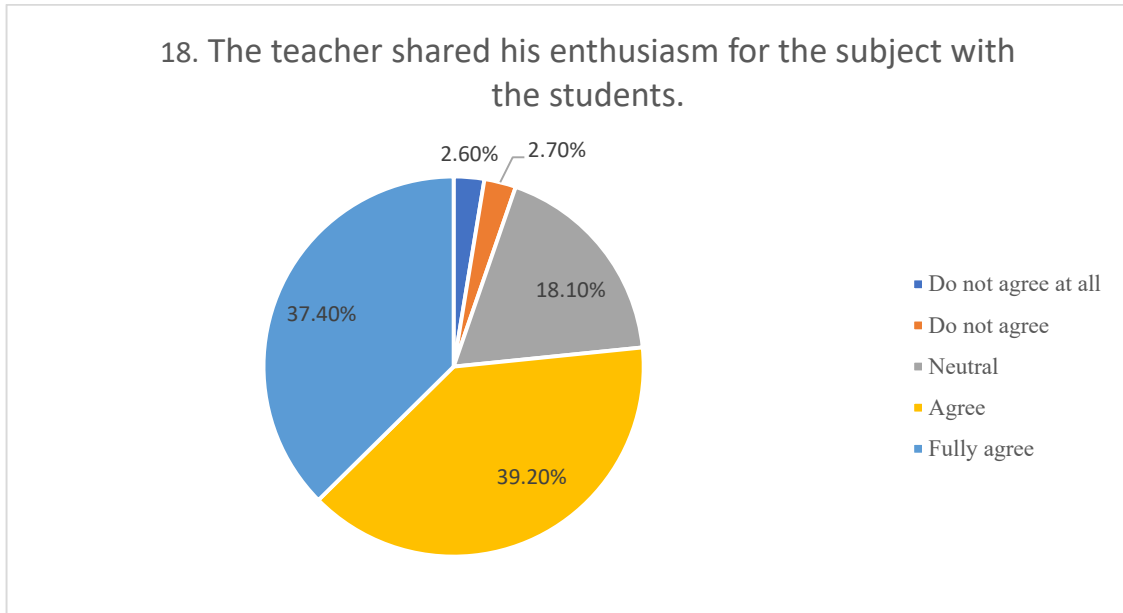
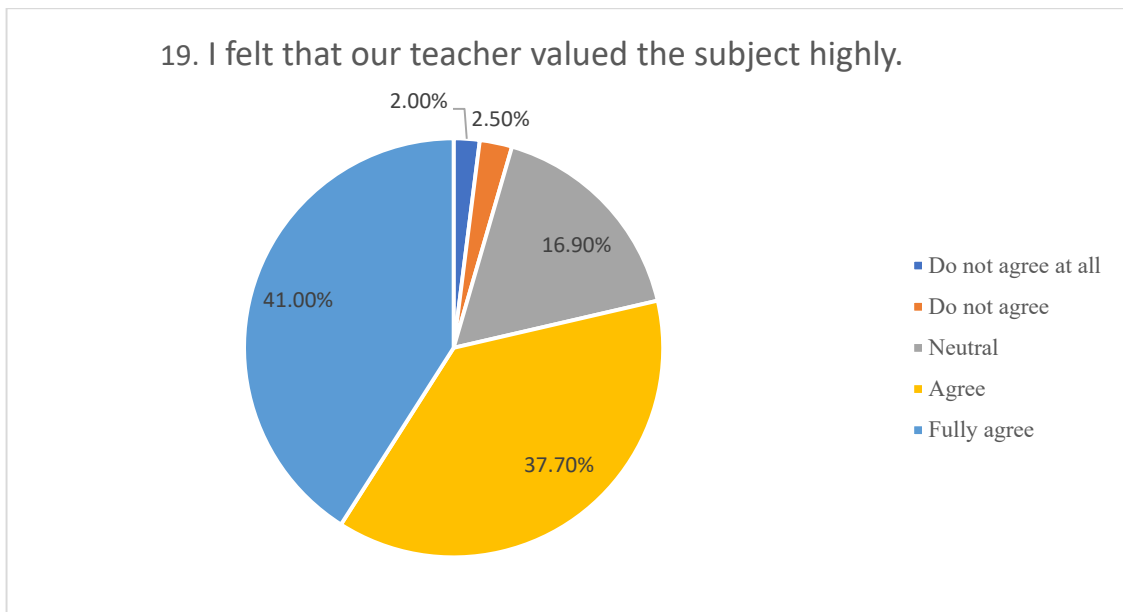


Diagram nineteen shows that a high percentage of students agreed that the teacher/assistant rated the subject highly, almost a tenth were neutral regarding this question, and a small number of students answered that they disagree/not at all agree.



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The graph in twenty shows that a high percentage of students agreed that the teacher/assistant appreciated the teaching, almost a fifth were neutral regarding this question, and a small number of students answered that they disagree/strongly disagree.

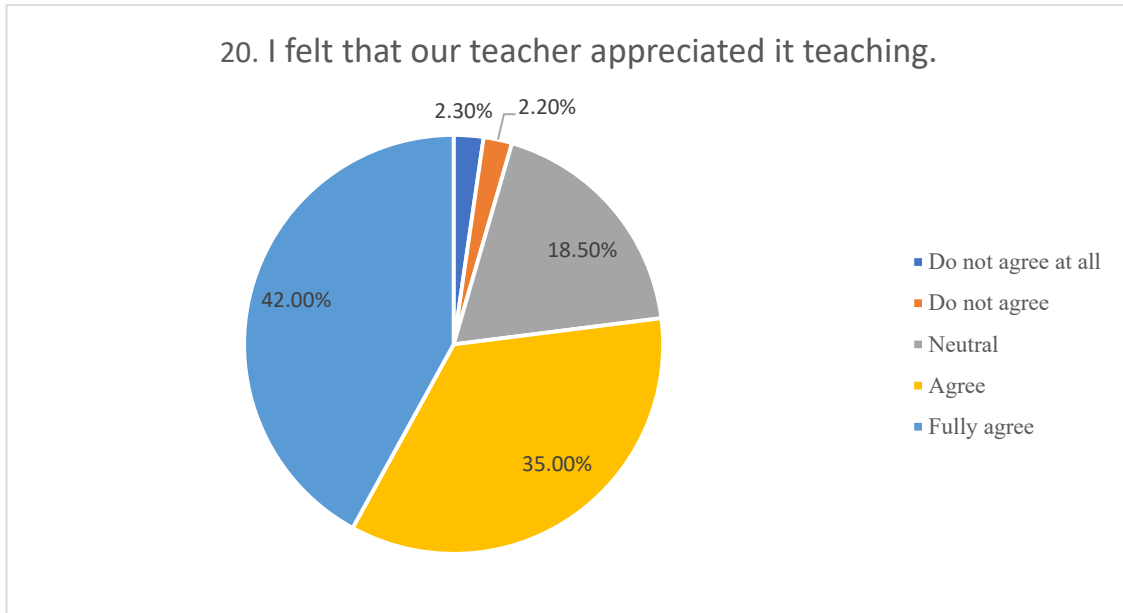
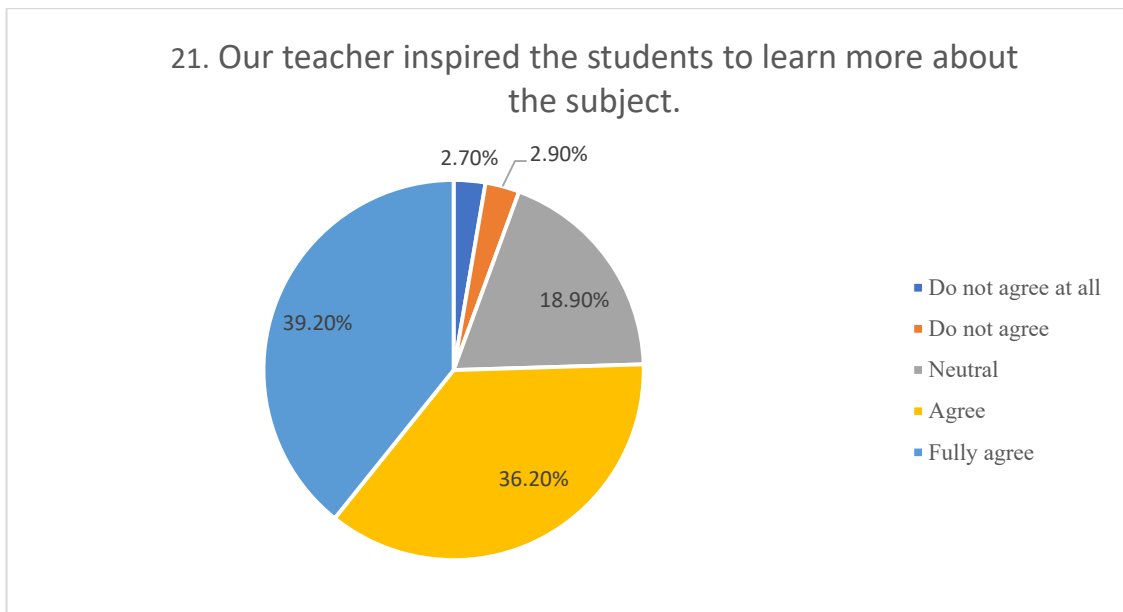
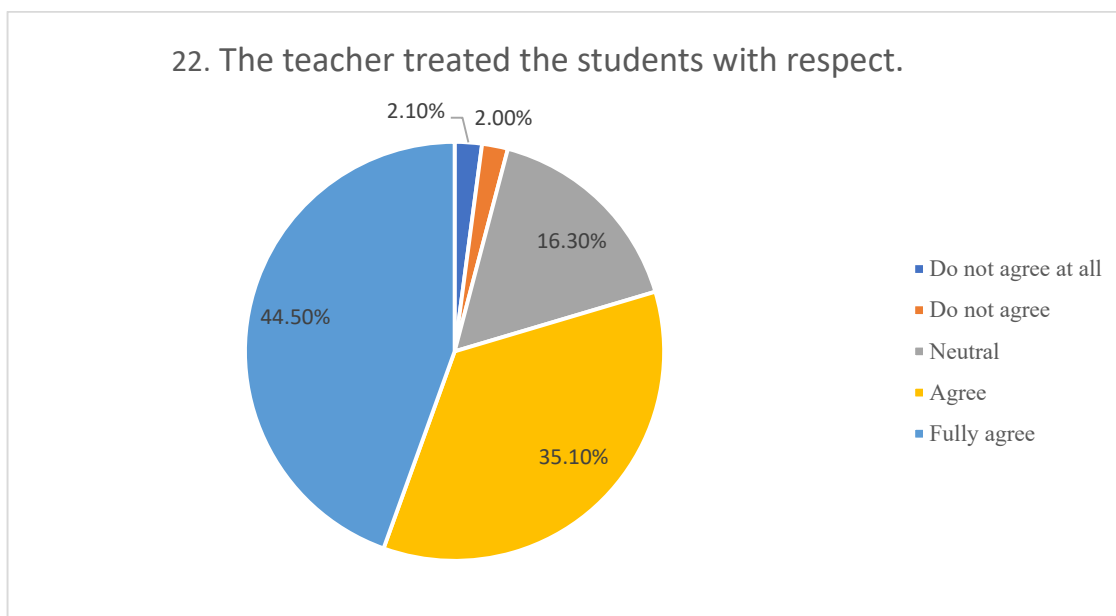


Figure twenty-one shows that a high percentage of students agreed that the teacher/assistant inspired students to learn more about the subject, nearly one-fifth were neutral on this question, and a small number of students were answered that they do not agree/do not agree at all.



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Figure 22 shows that a high percentage of students agreed that the teacher/assistant treats students with respect, more than a tenth were neutral regarding this question, and a small number of students answered that disagree/strongly disagree.



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

Some of the students' answers to this question are:

- Ready for further clarification,
- Regular in exercises/lectures and prepared for the subject,
- Adequate approach, respect for opinions,
- Communication skills, cooperation,
- Encouraging critical thinking,
- transparency,
- Good classroom management,
- Encouraging, creative, motivating, resourceful,
- Creativity, punctuality,
- The professors were clear during the explanation

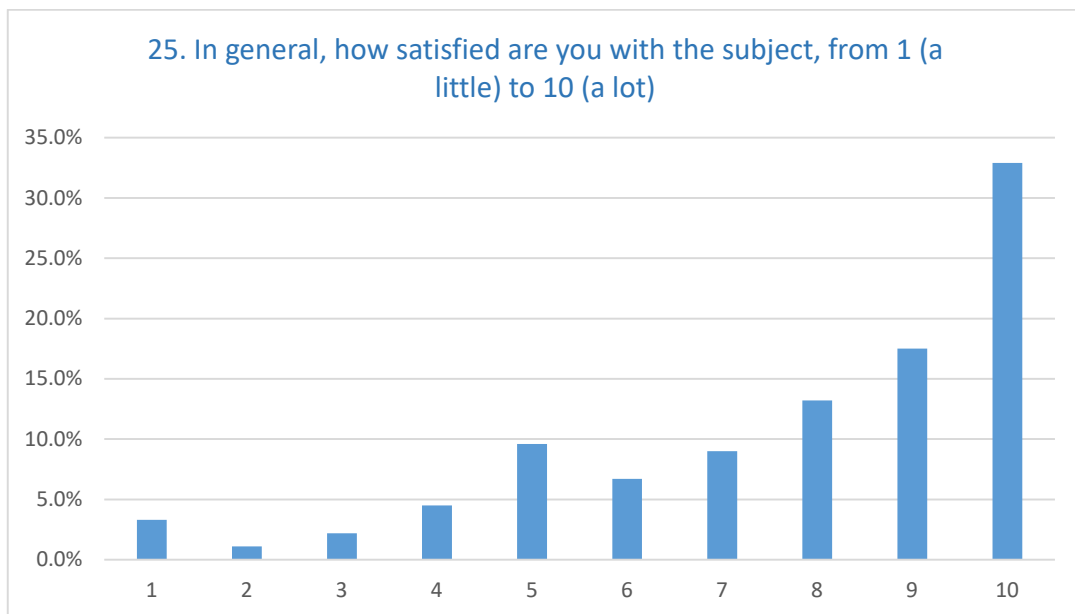
24. List some aspects for which you would suggest improvement or change for the subject teacher/assistant

Some of the students' answers to this question are:

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- Practical work,
- The topics are not explained according to the course syllabus
- Delay of exam results
- Respond to emails
- Additional and simpler learning materials
- Fair and equal and continuous assessment
- Using different teaching techniques
- Creation of collaborations with different institutions for certain areas
- To be more organized
- Be active listeners
- Carrying out exercises or practice for the given subject

The last diagram regarding the closed questions shows that the majority of students are satisfied with the subjects as most of them have rated 5 and above.



26. Write if you have anything else about the subject and teaching?

Most of the students had positive comments, but there were also those who mentioned that the teaching should be changed, and that there should be less theory and more practice.

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Recommendations

The quality office at UIBM, after having reviewed the responses of Bachelor level students in the Faculty of Education and after analyzing all questions and comments, at this stage of the institution's development, recommends to the senior management of UIBM to take the following steps: lower:

- To continuously invest in academic staff training for teaching methods;
- Academic staff and faculties consider focusing academic content on developing students' skills and abilities during online learning.
- Academic units enable the signing of as many agreements for practical work for students;
- To reach as many agreements as possible with other HEIs, local and international, to enable student mobility;
- To look at the financial possibilities to continuously enrich the library of UMIB, physical and electronic.