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Knowledge **FO**r Resilient so**CI**ety

K-FORCE PROJECT MEETING REPORT ON APPLIED STUDENT CENTERED TEACHING SKILLS

University of Tuzla



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One of the crucial objectives of K-FORCE project, of which depend a large number of indicators of success, is teachers' training and course/programme development.

These objectives were achieved through exchange of knowledge and expertise on DRM&FSE education and training among PA and Program partners (PR), resulting in:

- *improved learning and teaching tools*
- *improved methodologies and pedagogical approaches*
- *implemented blended learning methodologies and*
- *created learning material.*

*WBC staff have been trained in teaching methodology on the K-FORCE project, through a combination of **study visits** to EU partner institutions, **workshops** held and **literature provided** on the project website.*

The main idea was to select one or two courses and implement student-centered learning and problem-based learning to see the student reaction to this teaching approach.

Prof. Saša Spaić course „Investigation of causes, phases and consequences of fire”, was selected for this kind of experimentation.

*Students made **five groups** and produced **five papers** on topics on fire safety, under **teacher's supervision**. The **defense of papers** in front of the entire group was dynamic and all team members participated.*

***The conclusion** is that this approach takes **more time** and effort of both teachers and students than traditional teaching methods where students are more or less consumers of what is presented by the teaching stuff. The implemented new approach is deemed **far more rewarding**..*



*The defense of student papers
April 14, 2019*

Training of dr. Edisa Nukić, Mr. Damir Malkočević, Mr. Abaz Velić and Aneta Jokić in teaching methodologies were successful preparation for new Master study programme “Disaster Risk Management and Fire Safety Engineering”.

In the beginning of new school year 2018/19 teachers and teaching assistants were asked to apply student-centered and problem based learning (SCL and PBL). At same time ICT platform is launched as well.

*Professors Zvezdan Karadžin and Edisa Nukić **applied SCL and PBL** into their two courses in summer semester. Students were **divided into two groups** due to small number of master students and they worked on chosen topics. Their papers were **presented and defended** in July during summer semester exams.*



SCL and PBL methodologies were applied into ***two courses*** in summer semester: „Assessment of damaged structures” and „Repair of timber, steel and masonry structures”. Students were ***divided into groups*** of 4-5. Each group prepares and defend the paper at the end of summer semester.

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SCL and PBL methodologies were applied into **two courses** in summer semester: „Evacuation calculation and modelling “ and „Rescue and protection plans“. Students are working **in groups** of 4, they select the group members. The group divide the tasks between the members.

Each group prepares **the paper and the presentation** which will be discussed with other students and teacher (supervisor). The **final grade** is the same for all the group members.



SCL and PBL methodologies were applied into **two courses** in summer semester: „Risk analysis in decision making process“ and „Community Resilience to hazards“.

Students are working in **two groups**. 1st group defends arguments for decision on mandatory evacuation and 2nd group for voluntary evacuation in the case of first course, or 1st group conducts case study related to Serbia and 2nd group related to Bosnia, in the case of the second course. Students need to **set criteria for their decision** based on collected data and choose a group.

Both groups prepare **presentation** and **elaborate their decision** on mandatory evacuation or voluntary evacuation and discuss with colleagues and teacher.



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SCL and PBL methodologies were applied into **four courses**, two in winter semester („Foundation of Risk Assessment and Decision Making” and „Research Methods”) and two in summer semester („Disaster Risk Management ” and „Risk Management and Insurance”).

Students are working **in groups** of 4 - 6. They have been **randomly appointed** to each group in order to make the groups as heterogeneous as possible. One **task/problem** has been appointed to each group.

Each group prepares the **paper and the presentation** which will be discussed with other students and the teacher.

The final grade is the same for all the group members, and it is a **combination** of group work (same for all members of each group) and personal learning (evaluated through tests, essays and individual projects they have to complete throughout the semester).





ANALYSIS AND CONCLUSION

*In accordance with the goals set out within the K-FORCE project, all 6 HEI's started the **implementation of SCL and ICT** learning methods in new master studies. The main idea for most HEI's was **to select two or more courses** and implement the methods to see the student reaction to this teaching approach.*

*The SCL method is implemented through **student work in groups**. The work is mostly focused on a PBL basis, where the group (usually 4-6 students) is formed voluntarily or selected by a mentor / supervisor.*

*The groups work **under the supervision** of a subject teacher or other competent mentor / supervisor.*



ANALYSIS AND CONCLUSION

*The issue, which is set as a **task of research** to students in the group, must correspond to the **curriculum of the subject** and the level of master studies. The group **presents its results** in the form of written paper, and **defends** it through group presentation and discussion of the results.*

*The **ICT platform** was launched by all HEI's with more or less success. Some of the institutions already work on previously implemented ICT platforms, whereas for other HEI's, ICT is a novelty in the teaching and communication methodology.*

Based on the results of the first generation of DRM & FSE master students at 6 HEI's, we can conclude that SCL as a learning method and ICT as its support has been successfully implemented.



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Thank you
for your attention

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