

Newsletter



MAGNET

MANAGERIAL AND GOVERNANCE ENHANCEMENT THROUGH TEACHING



BALKANETUP

BALKAN NETWORK FOR UNIVERSITY PEDAGOGY

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The content of the newsletter is composed by the members of the consortium established by HEIs from EU, ERASMUS+ associated countries and partner countries of the West Balkans.

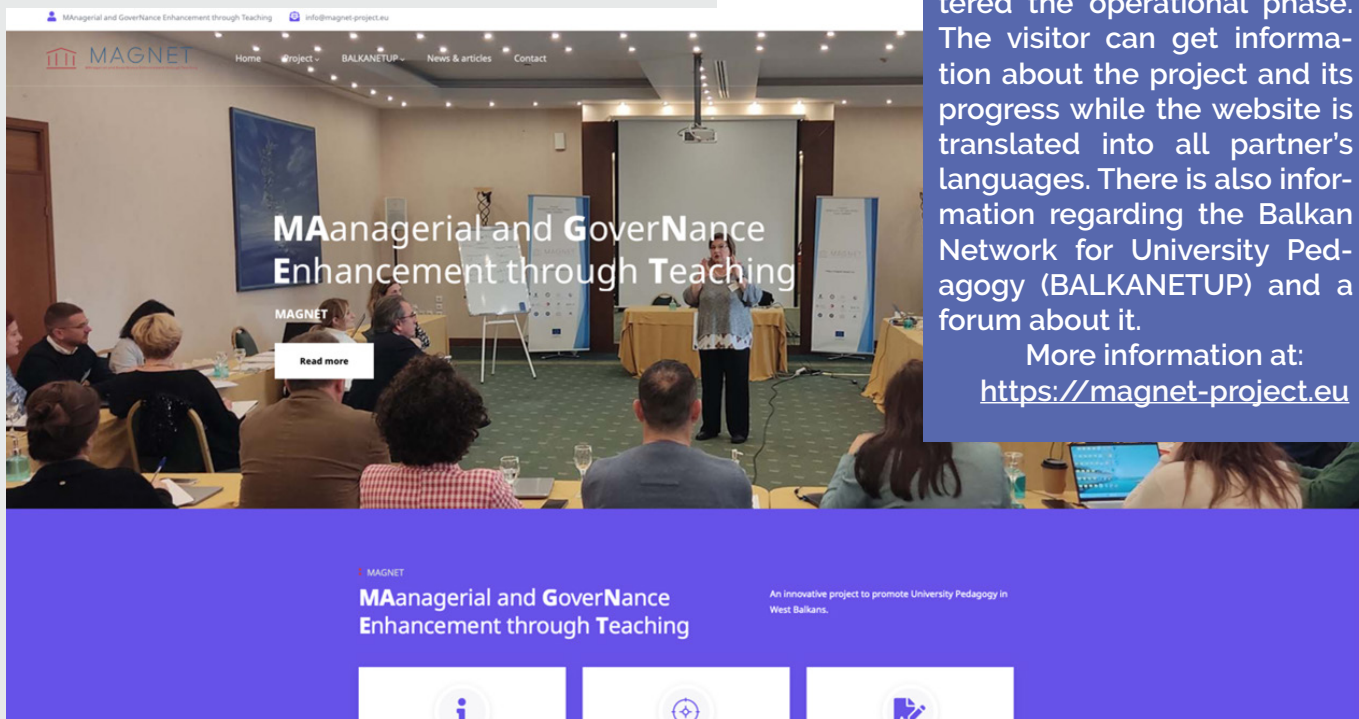
Consortium members

Democritus University of Thrace
University of Patras
University of Arts in Belgrade
University of Banja Luka
Logos University College
University of Donja Gorica
University of Sarajevo
Medical University Povdiv
South East European University
International Business College Mitrovica
University of Prishtina
Aleksandër Moisiu University in Durës

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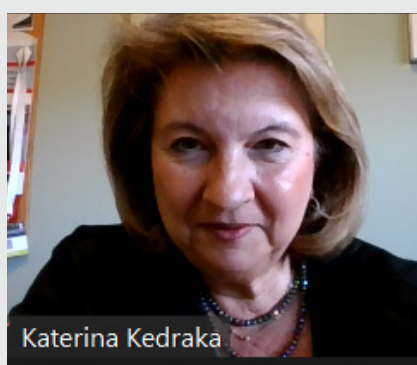


MAGNET Website is on air!



Our project website has entered the operational phase. The visitor can get information about the project and its progress while the website is translated into all partner's languages. There is also information regarding the Balkan Network for University Pedagogy (BALKANETUP) and a forum about it.

More information at:
<https://magnet-project.eu>



At the Conference titled: "The contribution of Centers for Teaching and Learning (CTLs) to the upgrade of teaching in higher education" organized by the CTL of the University of Patras on Monday, November 27, 2023, the Head of the Democritus University of Thrace CTL and Coordinator of the MAGNET project Professor Katerina Kedraka presented MAGNET and the Balkan Network of University Pedagogy in her talk: "Greek and international networks of University Pedagogy". The Conference was held in the Central Event

"The contribution of Centers for Teaching and Learning (CTLs) to the upgrade of teaching in higher education"



Hall of the University of Patras and online via Zoom and was organized by the Coordinator of the CTL of the University of Patras and partner of MAGNET Professor Thanasis Karalis. It was attended by the rectors, members of the academic community and many students of the University of Patras.



UNIVERSITY OF PATRAS



CHILD RIGHTS CENTER OF THE UNIVERSITY OF PATRAS AND UNICEF OFFICE IN GREECE



The University of Patras in collaboration with the UNICEF Office in Greece proceeded to the establishment of the first Child Rights Center in a Greek university in October 2023. The Center aims to promote Child Rights as a horizontal dimension in the curricula of all subjects in higher education. The Memorandum of Understanding was signed by the Representative of UNICEF in Greece Dr. Ghassan Khalil and the Rector of the University of Patras. This was followed by a visit of Dr. Khalil to the Center for Teaching and Learning of the University of Patras where, among other things, the Centre's participation in MAGNET and BALKANETUP was presented. This participation is expected to disseminate the results of the Child Rights Center to the partner institutions of the MAGNET project.

As part of this cooperation, the UNICEF Office in Greece held a two-day seminar (15 and 16 January 2024) at the Center of Teaching and Learning for the training of the first members of the teaching staff in Greece on children's rights issues. The aim is to network the Children's Rights Centers that will be established in Greek universities and then to connect them with universities from other countries. In this seminar, emphasis was given to the participation of the University of Patras in MAGNET and BALKANETUP which can act as bridges to the CTLs of the collaborating universities for the integration of Child Rights in the curricula of the universities.



The Rector of the University of Patras, Professor Christos Bouras and the Representative of UNICEF in Greece Dr. Ghassan Khalil at the beginning of the workshop



Dr. Ghassan Khalil, UNICEF Representative in Greece, Professor Thanassis Karalis, Scientific Coordinator of MAGNET and Kostas Mitropoulos at the Center for Teaching and Learning of the University of Patras

UNIVERSITY OF ARTS IN BELGRADE

CTL HAS BEEN ESTABLISHED AT THE UNIVERSITY OF ARTS IN
BELGRADE (UAB)



After months of preparations, which included regulation and the adoption of a new Statute of UAB, the Center for Teaching and Learning (CTL) was established at the beginning of December 2023. Having in mind the importance of the continuous development of university pedagogy, enhancing teachers' competencies, and, consequently, the improvement of teaching quality, the main aims of CTL were defined as: support and promotion of innovative teaching processes in the field of art, improvement of teaching methods, support for students in the development of knowledge and skills that are significant for further education, employment, self-employment and networking with employers.

Academic members of the project team – Prof. Gordana Karan and Prof. Ivana Drobni - have been developing the first MOOC at UAB that will be launched till the end of January 2024. Additionally, Prof. Aleksandra Mitić from the Faculty of Music in Belgrade was appointed as the institutional representative of the BalkanNetUp network. Regarding communication and dissemination of the project, the first issue of the Newsletter was promoted, both through social networks and within the academic community. All project activities were discussed with the bodies of UAB. The Rector of UAB, Prof. Mirjana Nikolić, presented the objectives and results of the MAGNET project in a roundtable session "Perspectives on Higher Education" held in October 2023 at the University of Zenica, which brought together the rectors and representatives of the numerous universities from the region.

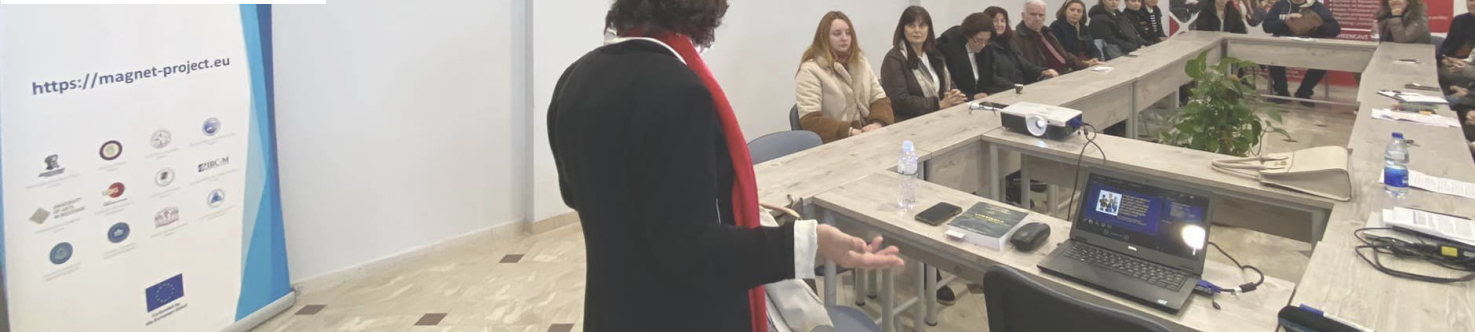


UNIVERSITY OF BANJA LUKA

The University of Banja Luka and the Faculty of Philosophy inform and invite the teaching staff to participate in a series of lectures/workshops that will be held during February and March 2024, with the aim of professional development and improvement of the teaching process at the University. Aware that not everyone could participate in the training last year, this year we are organizing it as part of the MAGNET project, co-financed by the European Union Erasmus+ programme.

It is planned to hold a series of seven lectures/workshops at the Faculty of Philosophy of the University of Banja Luka during the months of February and March 2024, as part of the MAGNET project. The main goal is professional development and improvement of the university pedagogical and teaching process. These activities are

primarily intended for newly employed assistants, artistic associates, senior assistants, artistic associates, and lecturers, but also for other teaching staff at the University. Last year, the Senate of the University of Banja Luka, at its 91st session held on March 30, 2023, adopted a Decision to implement the Professional Development Programme to improve the teaching process at the University of Banja Luka. The purpose of the Decision and the organization of professional development is based on the fact that the majority of teaching staff did not attend courses and subjects related to the improvement of teaching competencies during their education, so, logically, a significant part of the teaching staff is not familiar with all the possibilities, methods, and skills that contribute to better teaching.



LOGOS UNIVERSITY COLLEGE

1. Training activity with lecturers and students "Philosophical foundations of the new competency-based curriculum"

In the framework of MAGNET project, the Teaching and Learning Center at LOGOS University College organized a training activity with lecturers and students of the college on "Philosophical foundations of the new competency-based curriculum".

In recent years, with the radical changes of the traditional curriculum, many problems have emerged and have been clearly reflected in the results of Pisa Tests. The point which education researchers underline is the application of the new curriculum, which in itself is a progressive curriculum but, applicable in the conditions when there is a lack of teachers' training and inadequate preparation at university level, translation of textbooks from other countries, and especially when

there is lack of laboratories and modern technology, which in turn have caused much confusion and low quality in the development of learning by doing.

Participants in the activity posed and asked a series of questions about what needs to be done to change teaching and the curriculum at all levels of education, thus proposing ways and forms of work that promote motivation of students and teachers, parents, local communities, and especially university professors in their efforts to improve competency-based teaching and expand teacher training at national level.

As the first part was developed theoretically, the second part of this training was focused on student's understanding of the curriculum with competencies and their application in their daily work in the auditorium. Students from the study programs:

Teacher for Preschool Education and Social Work and most of Faculty of Social Sciences and Communication lecturers participated actively, demonstrating the acquired skills in various teaching topics and their achievements in positive results compared to those applied in traditional curricula where the greatest emphasis is put on knowledge acquisition and not on the development of competencies.

The activity showed and laid out the need for a more intensive qualification within the institution in current topics that can increase the teaching quality inside and outside the university as the main institution of knowledge distribution. Let's hope that other Faculties of University College LOGOS will invest in their lecturers' effective training and teamwork.

2. Professional passive practice mentoring system in study program 'Teaching for pre-school education' in Albanian HEI-s

Dr. Valbona Nathanaili

The aim of the article is to provide an analysis of professional passive practice mentoring system for the course of (passive) teaching practice, in the study program 'Teaching for pre-school education' of Albanian HEIs and highlights important areas for improvement to better prepare teacher candidates for the demands of the labour market. The analysis is based on the three factors: monitoring of student progress (MSP); quality of support from the kindergarten; and duration in time. The methodology used is a combination of quantitative content analysis and qualitative focus group interviews. The MSP for teacher candidates is based on two dimensions: their ability to identify the methodology used by the teacher in an observed practical lesson and quality of their lesson analysis as observers. A conclusion drawn from this analysis is that students' prog-

ress is poor. Regarding the quality of support that students receive in kindergarten judged as personal, social and/or professional, the conclusion is that it is mainly on the personal level, random and unstructured. Another weak point, which contributes negatively to deepening the skills mismatch between the qualifications of HEI graduates and the actual skills required by the labour market is the short duration of this professional practice.

Keywords: Education curriculum, passive professional practice, progress monitoring, teacher candidates

3. Teaching in Albanian Higher Education Institutions

Challenges and Opportunities

Dr. Valbona Nathanaili, LOGOS University College, Tirana, Albania, Dr. Nevila Mehmeti, "Aleksandër Moisiu" University Durres, Albania & Assoc. Prof. Llambi Prendi, "Aleksandër Moisiu" University Durres, Albania

This paper focuses on the role of regulations in promoting teaching improvement and career advancement in Higher Education Institutions in Albania. Obstacles and facilitators that enhance teaching are identified, thus providing insights into the challenges and opportunities within the higher education landscape. Elevation of teaching standards in Albanian HEIs involves addressing resource constraints, modernizing curricula, fostering pedagogical innovation, and adapting to changing demographics. A significant consideration is the language barrier; the absence of a language policy within Albanian HEIs inhibits the potential for study programs to adopt English as a medium of instruction, thereby limiting international exposure. Collaboration with industry, international partnerships, and a commitment to quality assurance can be key strategies for overcoming these obstacles and improving

the overall quality of higher education in Albania. The paper concludes with a SWOT analysis, emphasising key strengths of Albanian HEIs such as the rich educational tradition that enhances teaching and learning quality. Additionally, the majority of the public HEIs that offer study program in education, also have established their centres for teaching and lifelong learning, which can be a good support for staff development. An imperative recommendation is for Albanian HEIs to invest in the professional development of academic staff as educators, alongside a critical review of their appraisal processes. The incorporation of these suggestions into the accreditation process is essential, including the identification of appropriate methods, standards, and criteria for evaluation.

Keywords: teaching, pedagogy, higher education, Albania

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- <https://www.sociology.al/sites/default/files/Vol.%2017%20No%204%20%2864%29%202023.pdf>



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UNIVERSITY OF DONJA GORICA

The proposal for the establishment of a Center for Teaching and Learning at the University of Donja Gorica has been prepared

The University of Donja Gorica is aware that in today's age of global knowledge and technology, placing more importance on teaching and learning is essential to educating graduates who have international, foreign language and intercultural skills and who are capable of interacting in a global setting. Providing professors and teaching assistants with a research-entrepreneurially oriented curricula, equipping them with skills for a globalized world and encouraging their development as open-minded members of our society, is something that UDG has always been striving to do through our concept of innovative models of studies.

The University of Donja Gorica, through the Erasmus+ project MAGNET, continue with activities to improve the teaching process and develop teaching capacities systematically, by creating similar professional training and events that raise the quality of education to a higher level, supporting establishment of BalkaNetUp and through the proposal for the establishment of a Center for Teaching and Learning at the University of Donja Gorica.

Centers for Teaching and Learning the one established at UDG will incorporate Teaching, Researching and Writing Labs. Teaching Labs would be formed as a series of seminars and workshops for supporting teachers in order to enhance and develop their teaching methods. Within the proposal an initial version of an educational course titled "Educational Innovations and Trends in Education" has been prepared. The course includes the following: Interactive Lecturing; Digitally enhanced, blended and online learning; Continuous improvement of teaching practice and educational research. One of the key functions of CTLs is to provide support to teaching staff, offering guidance on pedagogical techniques, instructional design, and the integration of technology into teaching practices

Staff's Professional Development at University of Donja Gorica (UDG) has been continued - The series of discussions and interactive trainings were organized

The series of discussions and interactive trainings aimed at the professional development and professional development of the teaching staff's pedagogical competencies began. About 250 teachers and associates of the University of Donja Gorica were involved, who had the opportunity to learn from experienced professors from various fields in university pedagogy. They could further improve their professional competences on learning outcomes of teaching process, stimulating creative and critical thinking of students, developing rhetorical skills in teaching, discuss about further review of the curricula of UDG study programmes and innovations in teaching and new trends.

Further, on the initiative and the idea of the Rector of the University of Donja Gorica (UDG), new initiative and idea has been started with implementation – Project with young associate and teach-



ing assistant with aim of professional development and improving the quality of studies and teaching process at UDG. About 60 young associate were involved.



On the weekend of February 11th and 12th, UDG will host a series of trainings/workshops branded as the International Entrepreneurial Weekend at UDG for High-School Teachers!

The international conference for High school teachers will be organized at UDG during the International Entrepreneurial Weekend. The theme of the conference will be challenges and perspectives in education, and teachers will listen to the best regional experts in the relevant fields. Also, the event will present and emphasize the opportunities offered by the MAG-



NET project and Center for Teaching and Learning that will be established at UDG. **Training for teachers - student company.** For the third year in a row, the organization is organizing a training session where they will train new teachers from Montenegro to implement the program with their students, which they will gather at a large national fair of student companies in May. This year, Junior Achievement of Montenegro will organize training with support of UDG MAGNET team.



UNIVERSITY OF SARAJEVO

TRAIN modules offered at the University of Sarajevo

At the University of Sarajevo, in accordance with the provisions of the new Statute, an Office for professional staff development was established. As part of the work of the Office, the program TRAIN, which has been implemented since 2013, continues. TRAIN programme is aimed to development of pedagogical competencies, research and entrepreneurial competencies of their staff through an offer of nine mod-

ules: Basics of andragogy in higher education, Didactics of higher education, Curriculum planning in higher education, Research, scientific writing and publication of scientific research results, Communication and presentation skills, Entrepreneurial skills in higher education, Networking and teamwork, Basics of inclusive education in higher education, and Preparation of project applications and project management cycle.



The modules are delivered in class and organized in two cycles: January-February and June-July each academic year. There are 25 participants enrolled in the first cycle in 2024. The photos presents delivery of the module Communication and presentation skills.





INFORMATION NEWSLETTER

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For the last six months the Medical University of Plovdiv has implemented the following activities related to the construction of CTL center in the University, preparation of e-courses, and implementation of new educational approaches in the academic staff of the establishment.

In the reporting period, two specialized trainings were held with an audience of lecturers from the Medical University of Plovdiv, who participated in e-learning for direct support of the learning process and distance learning conducted in electronic forms.

MEDICAL UNIVERSITY PLOVDIV

I. 26.10.2023

“Teaching Academy Dedicated to the Best Practices in the Teaching Field”

Lecturers with ideas and experience in improving teaching and testing participated in the forum with a short report of about 10 minutes, supported by a PowerPoint presentation.

The Teaching Academy program included presentations on the following topics:



- Innovations in Teaching
- All trainees received a certificate of training.
- The Art of Teaching Students – Pitfalls for University Lecturers
- Teach and Inspire!
- How to Present Attractively
- Ongoing Supervision and Electronic Testing in a Clinical Department
- Effectiveness of Teaching Methods – Experimental Evidence
- Optimization of the learning

process through the capabilities of software based on Large Language Models (the so-called artificial intelligence for information and text processing)

- Optimization of teaching of specialized Latin by introducing preparation tests (self-study) and schematizing the learning content

All trainees received a certificate of successfully implemented training.



II. 31.10.2023

“Educational Innovations and Trends in Teaching Academic Medicine”

Subtopics:

Innovative Approaches to Academic Lecture Course Planning
 Trainees conducted group seminar activities: analyzing the academic curriculum and incorporating innovative approaches into the course, in which they teach.

The seminar sessions included:

- Universal Design of Learning, Teaching Methods and Resources
- Action Plan and Next Steps
- Reflection and Discussion

Trainees were given assignments for

practical seminar sessions. Future discussion on the prepared designs and testing in practice is planned.



III. Preparation has been started and an initial version of an educational course titled “Educational Innovations and Trends in Dentistry Education” has been prepared.

The course includes the following modules:

1. Section: Interactive Lecturing;
2. Session: Leveraging AI for Effective Seminar Design;
3. Session: Assessment in Academic Settings;

Modules to build on the course and upload to the electronic platform, as well as a test by promoting the course to some of the faculty, who will be developing Modular Online Training Courses and who will be delivering training through such courses, will be developed. The idea is to reflect the recommendations in the next Modular Online Training Courses planned for development and implementation in the CTL Center of the Medical University of Plovdiv.



SEEU MAGNET Project Newsletter Launching the Teaching Center & Successful Workshop

We are thrilled to share exciting news and updates regarding the MAGNET Project at South East European University. In a significant stride towards educational excellence, we proudly announce the establishment of the Teaching Center at our university.

Teaching Center Inauguration:

The Teaching Center is poised to be a hub of innovation and pedagogical advancement, fostering an environment where educators can collaborate, learn, and implement cutting-edge teaching methodologies. We invite you to explore this new resource, designed to elevate the quality of education at SEEU.

Workshop Success - Continuous Assessment in Focus:

Our recent workshop, held in collaboration with the esteemed Medical Faculty, centered around continuous assessment methodologies. The presentation workshop proved to be a resounding success, with active participation from faculty members. The engaging discussions and insightful presentations have equipped our staff with new approaches that will undoubtedly enhance the teaching and learning experience in the upcoming semester.

Looking Ahead:

As we embark on this journey with the MAGNET Project, we remain dedicated to providing opportunities for professional growth and collaboration among our faculty members. Stay tuned for upcoming events, workshops, and initiatives that will further enhance the educational landscape at SEEU.



INTERNATIONAL BUSINESS COLLEGE MITROVICA



Following an extended period marked by numerous challenges arising from both post-floods renovations and the transitional phase of becoming a public institution, IBCM has successfully inaugurated its Center for Teaching and Learning. We are delighted to share that CTL now has a dedicated space. Professor Medina Braha, who serves as both the MAGNET project coordinator and the CTL coordinator, affirms that the center will experience additional advancements in the near future, since it will soon be enhanced further with the latest technology.



UNIVERSITY OF PRISHTINA

The MAGNET project (Improving Management and Governance through Teaching) has reached the stage of building MOOCs (Massive Open Internet Courses). To provide technical instructions for the construction of the MOOC platform, a meeting was held on 17/11/2023 on Zoom. During this meeting Dr. Kaltsidis presented the technical details about the MOOC platform and how to create courses. Participants also asked questions and shared ideas about MOOCs.

During January 2024, professor Nase Zabeli and professor Donika Koliqi held three meetings to discuss project activities and the design of the pedagogical content of the courses. As a result of these meetings, Prof. Naser Zabeli drafted the content of the first course for teaching in higher education, with a focus on inclusive education. We have planned that at the beginning of February 2024 the course content should be uploaded to the platform, and by the end of February 2024 the testing and piloting of the MOOCs will be completed.



"ALEKSANDËR MOISIU" UNIVERSITY IN DURRËS

The dedicated team at "Aleksandër Moisiu" University in Durrës has been actively engaged in advancing the objectives of the MAGNET project. Collaborating with colleagues from "Logos" University College, they successfully completed the preparation of the National Report on Teaching and Learning in Higher Education in the Republic of Albania. This significant report has been published in the prestigious "Studime Sociale" magazine in Albania.

Within the framework of BALKANETUP, the working group has undertaken comprehensive efforts to involve academic staff across all faculties, emphasizing the importance of Massive Open Online Courses (MOOCs) in elevating teaching and learning dynamics in Higher Education Institutions. The group has not only identified two key topics for MOOC development but has also appointed a proficient IT expert responsible for creating the MOOCs website for the University.

Additionally, a pivotal online meeting on November 17, 2023, saw the active participation of select members from the group and the appointed IT expert. Subsequently, the working group, along with the IT expert and two lecturers dedicated to MOOC preparation, has maintained regular



meetings and constant communication. The MOOC content creation process has progressed seamlessly, with the staff responsible for the development having already uploaded substantial content onto the platform. The topic prepared by Ph.D. Olta Qevanaj is "Europeanization of Albanian universities – From EU legislation to innovative integration" Olta Qevanaj. The topic prepared by Ph.D. Ornedha Gega is "Teaching Strategies for Students with Special Needs".



TALKING TO AN EXPERT

Zoe Gavriilidou

Following the management model of the BALKANETUP, which is launched and organized within the MAGNET project (for further information see <https://magnet-project.eu/balkanetup/management-model>), a Scientific Committee consisting of four experts in the field of University Pedagogy has been formed. Its aim is to consult the project's Steering Committee in its effort towards achieving its mission and vision. The column covers interviews with the 4 experts in the field starting with **Zoe Gavriilidou**, who holds the position of Professor of Linguistics at Democritus University of Thrace and is also a Visiting Professor at the University of Chicago. She has served in the past as President of the European Association of Lexicography, also as Vice Rector of Academic Affairs & Student Welfare, and Head of the Quality Assurance Unit, responsible for the quality of studies at the Democritus University of Thrace. She is currently the Coordinator of the National Network for the Centers of Teaching and Learning in Greek Universities, as she has supervised the Horizontal Action of the Network of Centers of Teaching and Learning in Greek universities. Prof. Gavriilidou has also been an active member of expert committees responsible for revising curricula in Greece and Cyprus for primary and secondary education.



In your opinion, what is the role of CTLs in the modern university?

The Centers for Teaching and Learning (CTL) hold a pivotal role in the contemporary university landscape, serving as the nucleus for pedagogical innovation and faculty development. In the dynamic realm of higher education, and especially within open minded Universities, CTLs help shaping the trajectory of teaching and learning practices.

One of the primary functions of CTLs is to foster faculty development. Through workshops, seminars, and training sessions, these centers provide educators with the tools and knowledge needed to enhance their teaching strategies. From embracing cutting-edge technologies to refining assessment methods, CTLs empower faculty members to continually evolve their instructional ap-

proaches. I was pleased to observe the proactive efforts made by the members of the Network of CTLs in Greek Higher Education Institutions over the past few years, as they orchestrated a series of such impactful events.

Pedagogical innovation is another cornerstone of CTLs. These centers champion novel teaching methods such as active learning, flipped classrooms, and blended learning. By encouraging faculty to explore innovative approaches, CTLs contribute to the creation of dynamic and engaging learning environments that promote the much-needed active learning.

Finally, CTLs act as catalysts for technology integration, supporting faculty in leveraging educational tools and learning management systems.

In other words, CTLs are indispensable in shaping the educational ecosystem of modern universities.



How can faculty members benefit from the operation and networking of CTLs in universities?

CTLs are not just acronyms; they are the heartbeat of educational progress. They empower faculty members with the tools, knowledge, and community needed to navigate

the complexities of modern education, on the condition that faculty members are eager to participate in this enriching experience. However, at times, faculty members harbor entrenched preconceptions about teaching, hindering their active participation in the continuous journey of growth that ultimately leads to a more effective educational experience for both educators and students alike. Therefore, it becomes imperative to exert special efforts to persuade these individuals to participate actively and be receptive to the transformation of their teaching practices. While it may not be a straightforward task, the endeavor is undeniably worthwhile.



What is the importance of networking of institutions, structures, scientists, and social partners on issues of teaching and learning in universities?

The networking of institutions, structures, scientists, and social partners on issues of teaching and learning in universities holds immense importance in fostering a collaborative and dynamic educational environment. This collaborative effort not only ensures the sustainability of individual CTLs's initiatives but also multiplies the impact

of individual efforts.

Firstly, such networking facilitates the exchange of knowledge and best practices among institutions and educators. By sharing insights on effective teaching methodologies, assessment strategies, and technological integration, universities can collectively enhance the quality of education.

Secondly, collaborative networks provide a platform for the integration of diverse perspectives and expertise. Bringing together scientists, educators, and social partners allows for a holistic approach to teaching and learning. This interdisciplinary collaboration not only enriches the educational experience but also prepares students to navigate the complexities of a diverse and interconnected world.

Furthermore, collaborative efforts can lead to the development and dissemination of cutting-edge teaching techniques and educational technologies. This shared knowledge contributes to continuous improvement in pedagogy and helps institutions stay at the forefront of educational advancements.

Finally, another important perspective is that social partners, including industry stakeholders, bring real-world insights into the educational process. Networking with these partners ensures that academic programs align with the evolving needs of the workforce, enhancing the employability of graduates.



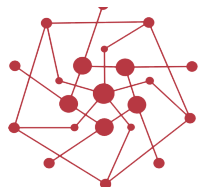
How is the implementation of student-centered approaches in teaching connected to the quality improvement/evaluation of universities?

The implementation of student-centered approaches in teaching is intricately linked to the quality improvement and evaluation of universities. A shift toward student-centered pedagogy reflects a commitment to prioritizing the learning needs and experiences of students, aligning educational practices with their diverse backgrounds and learning styles.

Universities adopting student-centered approaches often witness enhanced student engagement and motivation. When students feel actively involved in their learning process, it tends to result in improved academic performance and a deeper understanding of course material. This, in turn, positively influences key indicators of educational quality, such as graduation rates and student success.

Moreover, the emphasis on student-centered learning promotes active learning which contributes to the development of critical thinking, problem-solving, and communication skills – attributes highly valued in the professional world. As universities increasingly recognize the importance of producing well-rounded graduates, the integration of student-centered approaches aligns with broader goals of holistic education.

Finally, in terms of evaluation, student feedback becomes a pivotal component. Assessing the effectiveness of student-centered strategies through feedback mechanisms provides universities with valuable insights into the teaching methods that resonate most with their student body. This data, coupled with academic performance metrics, contributes to comprehensive evaluations of teaching practices and informs strategies for continuous improvement, thereby enhancing the overall quality of education provided by each institution.



BALKANETUP

BALKAN NETWORK for University Pedagogy



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