

PARTISH

Development of part-time and short cycle studies In higher education in Bosnia and Herzegovina

4.5. Report on implemented online PT and SCHE programs

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Abstract	This report contains description of the results of the pilot implementations of the concept of PT and SCHE studies proposed by the project. The report also contains practical guidelines for PT and SCHE program and course designers, based on experience gained after the first year of their implementation. This report will include only full-online programs.
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1. Report on online pilot programs at the University of Tuzla

University	University of Tuzla
Department of Faculty	Management, Faculty of Economics
Title of the SC/PT	Leadership
Dates of piloting From - to	D/M/Year – D/M/Year 04 November – 14 December 2024
How many participants	46
500 words about piloting	The "Leadership" program was created based on labor market research, which indicated that modern managers need to possess well-developed leadership skills. Managers without leadership skills primarily focus on providing infrastructure, planning, budgeting, and controlling, which can often result in an organization maintaining the status quo. On the other hand, leadership mobilizes people, encourages change, learning, innovation, and fosters new behaviour patterns. Leaders provide direction and articulate a vision, motivating and inspiring others to achieve the organization's goals. By building trust and promoting effective communication and collaboration among team members, they help create a work environment conducive to success. The program aims to provide additional knowledge, skills, and competencies to managers and potential managers in Bosnian-Herzegovinian companies and other organizations, as well as students from various study programs, to support their professional and personal development in the field of leadership. Program Duration: 150 hours (6 weeks) Modules of the Leadership Program: Leadership Skills (Self-Management Skills / Personal Skills; Emotional Intelligence and Leadership; Communication Skills and Leadership; Time Management and Effective Delegation; Development of Team Members; The Role of a Leader in Managing Stress and Conflicts).

	2. Corporate Social Responsibility (Understanding Corporate Social Responsibility of Organizations; Responsibility towards Employees: Creating a motivating work environment; Workplace Bullying and Stress: Causes, manifestations, and management; Socially Responsible Diversity Management – Modern HRM practices and policies). 3. HRM Practices and Team Building (Modern HRM Practices; Material and Non-material Motivation Strategies; Managing Turnover and Absenteeism; Characteristics of Effective Teams; Role of the Leader in the Team; Defining Team Members' Roles; Team Building: Stages and Key Factors; Monitoring and Evaluating Team Performance). 4. Business Models (Development, Importance, and Definition of Business Models; Frameworks and Elements of Business Models; Business Model Canvas; Assessment of Innovative Business Models; Types of Innovative Business Models; External and Internal Factors for Innovating Business Models; Globalization and Business Model Innovation) 5. Project Management (Project Management Basics; Project Manager, Project Team, and Project Stakeholders; Different Project Management Methodologies; Project Management Phases: Initiation, Planning, Execution, Monitoring, Control, and Project Closure; Managerial Skills Necessary for Successful Project Management) 6. Creative Problem Solving and Decision Making (Creativity as a Process; Creativity and Creative Thinking; Creative Decision-Making Process; Generating Creative Alternatives Using Creative Tools (Brainstorming, Brainwriting, Mind Mapping, Delphi Method, SCAMPER Method, Synectics, Six Thinking Hats); Selecting Alternatives Using Creative Tools (Force Field Analysis, Decision Matrix, Cost/Benefit Analysis); Implementing Decisions) Learning Outcomes: • Developed leadership skills (self-management, personal skills, emotional intelligence, communication skills, team development, delegation, time management, conflict and stress management, etc.)
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	• Knowledge of corporate social responsibility and modern HRM practices that respect employee diversity. • Ability to apply contemporary HRM practices and skillfully build and lead high-performing teams. • Proficiency in using appropriate leadership styles based on organizational context and contingency conditions. • Creative thinking and effective decision-making. • Ability to develop business models and manage projects. Students are eligible for a certificate of successful program completion upon achieving a minimum of 60 points, based on meeting course requirements and passing exams, with a maximum of 100 points reflecting the quality of acquired knowledge and skills. Teaching Methods: Lectures, seminar papers, group discussions, case studies. The program is supported by the Moodle platform as an LMS system, along with a stable internet connection to ensure uninterrupted instruction. Professors from the Faculty of Economics were engaged in delivering the program. During October, they uploaded all learning materials onto the Moodle platform to ensure that participants could adequately prepare for active participation in the course. Following promotion through the Faculty of Economics website and social media, 46 participants enrolled, of whom 40% are students from various study programs, and 60% are employees from different companies and institutions.
Evaluation of the SC	From the total number of 46 enrolled participants, 18 of them completed the evaluation survey. Most of the participants heard about the short cycle by word of mouth (54%) and from social media FACEBOOK (41%) Most of the participants provided positive assessment in regards to their expectations. 95,45% reported that education was in line with their expectation, 100% reported that education was adequate and 95,45% reported that the quality of material was good.

	73% of participants reported that the course structure was excellent, 4,5% reported that it was very good and 22,3% reported that it was good. Participants characterized SC to be Concise, Useful, Informative Suggestions to improve and enhance the quality of education and workshops are related to inclusion of more practical exercises into lectures.
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University	University of Tuzla
Department of Faculty	Faculty of Physical Education and Sport and Faculty of Education and Rehabilitation Sciences
Title of the SC/PT	Adapted physical activity
Dates of piloting From - to	04 November – 14 December 2024
How many participants	23
500 words about piloting	The "Adapted Physical Activity" program is a short-term continuing education program within the framework of higher education, organized and implemented by the University of Tuzla, specifically the Faculty of Education and Rehabilitation and the Faculty of Physical Education and Sport. The program was developed to address the need to provide additional knowledge and competencies to professionals in physical education and sport, as well as special education and rehabilitation. This program is designed to equip these professionals with the skills necessary for planning, creating, and implementing adapted physical education and sports programs within physical education and health education classes in educational institutions, and sports and recreation programs in sports schools and clubs. The program is primarily intended for professionals from these fields currently employed in educational institutions, sports schools, sports clubs, and associations supporting children with developmental disabilities, as well as for students enrolled in these study programs. Program Duration: 150 hours (6 weeks) Modules of the Adapted Physical Activity Program:

	Physical education, sports, and inclusion (Define, understand, and explain the concepts of inclusion, adapted physical activity, and sport. Understand the development of the discipline worldwide and the current situation in Bosnia and Herzegovina. Understand the role of various professionals in planning and implementing adapted physical activity (APA) and sports. Apply acquired knowledge and skills through planning and implementing activities to promote inclusion and APA in sports practice. Apply acquired knowledge in analyzing inclusive challenges in education and sports. Create programs for adapted physical activity. Developmental skills and content of physical education and health programs (Understand and explain the developmental abilities of children and youth. Understand the connection between physical education classes and the promotion of developmental abilities in children and youth. Apply acquired knowledge in creating adapted physical activities (APA). Create adapted physical activity programs at various educational levels. The importance of physical education and sports for children with developmental disabilities (Understand the characteristics of children and youth with developmental difficulties. Understand the importance of physical education and sports in promoting the psychomotor, cognitive, social, and emotional development, and health of children and youth with developmental difficulties. Apply acquired knowledge and skills through planning and implementing adapted physical activity (APA) and sports activities in practice. Create programs for adapted physical activity. Assessment and IEP (Define and explain assessment-based decision-making. Know how to create a needs assessment tool for teaching based on the physical education curriculum. Understand how to apply a needs assessment tool for a child with developmental difficulties. Know how to use a curriculum-based needs assessment tool for making decisions about identification, programming, and instruction selection. Understand the similarities and differences between standardized assessment instruments and criterion-referenced tests and make decisions about their use.
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	Planning ATA as part of the IEP (Know how the inclusive education regulations and other legal acts apply to physical education teaching. Know and explain the steps of the Individualized Education Program (IEP) process. Know how to implement an IEP in physical education classes and understand the connection between Adapted Physical Activity (APA) and IEP. Understand the roles and challenges of different members of the inclusive team in the IEP process. The implementation of ATA (Explain the five basic needs of a child that should be considered when planning a physical education class. Understand the teacher's role in planning and creating an accessible environment, addressing the child's educational needs, and obtaining feedback. Understand how to create a skills-based program with assessment criteria. Understand and apply different learning and teaching styles.
Evaluation of the SC	From the total number of 21 enrolled participants, 5 of them completed the evaluation survey. Most of the participants heard about the short cycle by word of mouth (54%) and from social media FACEBOOK (41%) Most of the participants provided positive assessment in regards to their expectations. 95,45% reported that education was in line with their expectation, 100% reported that education was adequate and 95,45% reported that the quality of material was good. 73% of participants reported that the course structure was excellent, 4,5% reported that it was very good and 22,3% reported that it was good. Participants characterized SC to be Concise, Useful, Informative Suggestions to improve and enhance the quality of education and workshops are related to inclusion of more practical exercises into lectures.

2. Report on online pilot programs at the University of Mostar

University	University of Mostar
Department of Faculty	Academy of the University of Mostar for Lifelong Learning
Title of the SC	Software Development
Dates of piloting From - to	15/09/2024 – 15/12/2024 Full ONLINE
How many participants	12
500 words about piloting	Training in the field of software development provides participants with key knowledge and skills that correspond to the increasingly rapid changes and demands of the IT industry. Rapid technological development and the increasing presence of software solutions in all sectors of the economy require specialists who are competent to work in dynamic environments. Through training, participants gain practical knowledge of programming languages, development tools, methodologies such as agile development and DevOps, and experience in teamwork, critical thinking and problem solving, which are key abilities in solving complex challenges, thus increasing their employability and the possibility of advancement, while enabling companies to efficiently adopt new technologies. The short cycle in the field of Software Development is carried out online, thereby providing participants with flexibility in following classes and completing obligations at a time and place that suits them optimally. This short cycle includes courses that cover full stack software development training, enabling participants to acquire the knowledge required in the labor market. Some of the short cycle courses are directly related to the corresponding courses of the Bachelor and Master study programme in Computing, providing participants with the opportunity to recognize these courses and acquired competencies in case of enrollment in those study programmes. Courses are:

	• Object Oriented Programming(OOP). OOP enables the creation of modular and repeatable components, which facilitates the maintenance and expansion of software solutions . Key principles of OOP include inheritance, polymorphism, encapsulation, and abstraction, which contribute to greater code flexibility and comprehensibility. This approach is widely used in modern software development to create complex but sustainable systems. • Software Development Management. Management of the software development process includes planning, organizing, monitoring and controlling all phases of software development. The goal is to ensure timely and high-quality delivery of products that meet business requirements. The course covers methods such as Waterfall and Agile, as well as progress monitoring tools, such as Gantt charts and burndown charts giving the key to reducing risk and optimizing resources in software projects. • User Interfaces. This course deals with the design and development of intuitive and aesthetically pleasing interfaces that make it easier for users to interact with applications. Participants learn the principles of user experience (UX) and user design (UI), as well as technical tools for creating prototypes and functional interfaces. thus increasing user satisfaction and improves the overall performance of applications. • Backend Development. Backend development includes work on software components that manage databases, business logic and servers. Students learn about authentication, security measures and data management, which is crucial for application stability and security. Backend development enables applications to efficiently process and store data in real time. • Agile Development of Digital Platforms using Microservices. This course focuses on rapid delivery and continuous product improvement through microservices, enabling a flexible and scalable architecture, where each service is developed and maintained separately. Students learn to use tools such as Docker and Kubernetes to manage microservices in distributed environments. This method reduces code complexity and enables faster adaptation to market changes.
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500 words about the results of the evaluation of the SC – according the questionnaire we developed for evaluation of the SC implementation (main data about satisfaction of participants, their views... use % as much as possible)	Participants of the short cycle filled out the survey after half of the planned duration of the cycle. The results are as follows. Out of a total of 12 participants, 10 (83,3 %) participants are men, and 2 (16,7 %) participants are women. As for the age of the participants, 11 (91,3 %) participants are under 25 years old, and 1 (8,7 %) participant is between 25 and 34 years old. The participants heard the information about the short cycle in different ways. In total, 4 (33,3 %) participants heard about the short cycle through a brochure, 2 (16,7 %) participants found out about the information via the website, 1 (8,3 %) participant found out about the short cycle through the Facebook page, and 5 (41,7 %) participants heard about the short cycle in other ways. To the questions Did the education adequately meet your expectations regarding what you would like to work on? and Did the education cover what you think needs to be worked on? a total of 11 (91,7 %) participants answered Yes, and 1 (8,3 %) participant answered Partially. To the question Were the learning materials well prepared? a total of 10 (83,3 %) participants answered Yes, and 2 (16,7 %) participant answered Partially. To an open question What in your opinion was the most important or most useful part of the education? the majority of students opted for practical work (5 participants – 41,7 %) and project work (4 participants – 33,3 %). To an open question What was the least important part of your education in your opinion? the majority of students opted for the theoretical part of the class (8 participants – 66,7 %). To the question What would you suggest in order to improve and improve the quality of education and workshops? a total of 4 (33,3 %) participants answered More exercises, 7 participants (58,3 %) answered More examples, and 1 (8,3 %) participant answered More tasks that would be performed at work. To questions Are you satisfied with the structure and program of one day of education? and Are you satisfied with the organization of the short study cycle? a total of 9 (75,0%) participants answered Excellent, and 3 (25,0%) participants answered Good. To the open question, describe the short cycle program in three words: the answers Useful (5 times – 41,7%), Applicable (5 times – 41,7%) and Practical (4 times – 33,3 %) were the most frequently answered.
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	To the question Were the educators ready to answer your questions and further clarify the content? a total of 10 (83,3 %) participants answered Yes, and 2 (16,7 %) participants answered Partially. To the question Assess the role of the educator during the holding of the short cycle: the participants responded using the Likert scale. In all categories (Organized, Clear, Familiar with the topic, Inclusive for all, Motivating) the scores of Excellent (average 66,7%) were in the lead. A smaller part of the participants rated Very good (average 25,0 %) and Good (average 8,3%).
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Summary

Number	University	Title of the SC or PT course	Face to face or online	Number of participants	Duration of pilot
1	UNTZ	Leadership	Online	46	One semester
2	UNTZ	Adapted physical activity	Online	23	One semester
3	UNMO	Software Development	Online	12	One semester
Total number of participants				81	