

MAGNET

**Empowering Universities through
Pedagogical Transformation and
Institutional Management**



MAGNET
Managerial And Governance Enhancement through Teaching



**Co-funded by the
European Union**



УНИВЕРЗИТЕТ У БАЊОЈ ЛУЦИ
UNIVERSITY OF BANJA LUKA
ФИЛОЗОФСКИ ФАКУЛТЕТ
FACULTY OF PHILOSOPHY



University of Banja Luka
Faculty of Philosophy

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Empowering Universities through Pedagogical Transformation and Institutional Management

Tamara PribišeV Beleslin and Ljubiša Mićić

Project MAGNET – Managerial and Governance Enhancement through Teaching – represents one of the most strategically significant initiatives in the field of improving higher education in the Western Balkans. Initiated under the Erasmus+ (CBHE) program, MAGNET focuses on building sustainable mechanisms for the professional development of instructors and administrative staff through innovative pedagogical approaches, digital tools, and improved governance practices.

Formal pedagogical training for university instructors in the Western Balkans has, for generations, been non-existent. Teaching staff are selected based on their research achievements or professional skills to teach subjects in their area of expertise, in which they earn their academic titles. The absence of formal education within the higher education system has resulted

in undergraduate and postgraduate teaching being delivered in more or less the same way as in many previous generations, predominantly favoring lecture-centric approaches. This approach, however, has been called into question given the requirements to shift toward competency-based higher education (Competency-Based Higher Education, CBHE) and an outcomes-based paradigm, which is emphasized in all stages of higher education teaching, from planning and organization to the assessment and evaluation of study programs based on an articulated competency framework. Transitioning to such a university pedagogy requires a paradigm change in how faculties conceptualize and deliver their courses, with explicit awareness of core competencies grounded in scientific research, educational policies, and labor market demands. Western Balkan universities



currently invest little, or almost nothing, in providing support for instructors to engage in competency-based higher education.

Teaching, as a collective process and area of responsibility, is a priority for European higher education institutions. Changes in learning and improvements in teaching approaches depend on many factors, combining top-down guidelines and structural support with bottom-up dynamics primarily coming from instructors, study programs, and faculties. It is highlighted that university centers dedicated to innovation in teaching and learning have an important role in improving approaches to learning and teaching and ensuring that these become regular university practice.

The goal of the MAGNET project is to establish a Network for the Development of Higher Education Pedagogy by forming a consortium of Western Balkan higher education institutions that share similar concerns about competency-based university pedagogy, establishing Centres for Teaching and Learning (CTLs), and producing educational material and creating a sustainable network called BalkanNetUP (Balkan Network for University Pedagogy).

The expected outcomes of the MAGNET project are:

1. Support for the development of university pedagogy and the implementation of modern, innovative, transformative, student-centered teaching strategies in higher education institutions in the Western Balkans (competency-based higher education).
2. Formation of BalkanNetUP through the integration of knowledge, best practices, and shared experiences for academic educational processes.

3. Establishment and equipping of Centers for Teaching and Learning at partner higher education institutions.
4. Launch of an e-Net online platform to support BalkanNetUP.
5. Upgrading of teaching and learning methods that lead to better learning outcomes, skills, and competencies for students.

Through the activities of the teaching and learning centers (specifically, at the University – the Center for Lifelong Learning at the Faculty of Philosophy), a number of instructors and associates at the University of Banja Luka will undergo training in innovative approaches to university pedagogy, which will lead to changes in the teaching process. Expanding the activities of the existing Center for Lifelong Learning toward implementing professional development programs for teaching staff, and establishing a Program Team to support the professional development of teaching and non-teaching personnel at the University of Banja Luka, contributes to the development of technical resources and strengthens the Center's status at the University with a view to establishing training modules for newly employed assistants at the University, as well as for teaching staff across all organizational units. Establishing an e-platform and providing training in its use will ensure that a certain number of teaching staff begin to more actively use teaching strategies and tools suitable for distance teaching and learning.

The Department of Pedagogy and Methodology is expanding its scope toward university pedagogy based on contemporary approaches and guidelines in the European higher education area, which in the long term benefits the



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КАПЦЕЛАРИЈА
ПРОГРАМСКИ ТИМ ЗА
ПОДРШКУ ПРОФЕСИОНАЛНОГ
УСАВРШАВАЊА НАСТАВНОГ
И НЕНАСТАВНОГ ОСОБЉА
НА УНИВЕРЗИТЕТУ
У БАЊОЈ ЛУЦИ



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
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University of Banja Luka and the Faculty of Philosophy. On the other hand, networking and partnerships with other universities contribute to the establishment of new activities, research, educational and professional projects, especially in the context of international cooperation and the creation of an academic partnership network.

It is particularly important to note that the MAGNET project supports the development and adoption of digital skills so that the digital transformation our society is undergoing is as comprehensive and inclusive as possible. The project's priority was focused on encouraging the development and implementation of digital education strategies, which involved strengthening training programs for teaching staff covering digital skills and the development of online learning strategies in higher education.

Within MAGNET, the digital platform BalkanetUp was established. This is a community for learning and practice exchange that brings together higher education institutions, centers for teaching and learning, scholars, and academic staff from the Western Balkan region. Its mission is to foster collaboration and relationship-building among members in order to share best practices in contemporary, innovative, and student-centered teaching. The platform supports academic staff in overcoming challenges in teaching by offering training programs that improve pedagogical skills. The network's goal is also to promote a culture of continuous learning, innovation, and professional development in the academic environment.

BalkanetUp organizes conferences, seminars, webinars, and workshops dedicated to university pedagogy and the development of teaching competencies. Members of the

network have the opportunity to participate in research, surveys, and joint publications on teaching and learning methods. In addition, the network enables the exchange of experiences in establishing teaching and learning centers and creating teaching materials. Membership is free and open to higher education institutions, organizations, and individuals who wish to contribute to the development of the academic community. In line with its vision, BalkanetUp strives to empower the academic community of the Western Balkans, promote internationalization, and strengthen the role of higher education in social development. The network's sustainability is based on expanding membership, partnerships, and continuous commitment to quality and innovation.

Partner universities in the MAGNET project are participating in a comprehensive transformation process, which has included: developing professional development programs, creating internal professional development plans, establishing program teams and centers for teaching and learning at universities, introducing MOOC platforms, and integrating teaching evaluation as a permanent practice. More than 150 members of academic and administrative staff were involved in the trainings. Open educational resources were prepared in the form of courses with diverse content of interest for higher education teaching (see MAGNET MOOC Platform at magnet-moocs.mbg.duth.gr). The MOOC platform is designed to unite all resources, courses, and best-practice examples that emerged from the project. The structure of the courses was developed through the project, enabling the creation of courses for the professional development of teaching staff through



short video lectures, materials, interactive surveys, quizzes, case studies, and recommendations for further learning.

Courses developed through MAGNET (with brief descriptions):

1. Developing Critical Thinking and Evaluation Criteria by Improving Educators' Media Message Decoding Skills

This course aims to enable participants to identify and analyze different forms of media messages in an educational context. Participants will develop critical thinking and learn to apply criteria for assessing the accuracy, reliability, and purpose of media content. The course content covers fundamental concepts of media literacy, methods of deconstructing media texts, and the application of tools for critical analysis. Through case studies and practical exercises, participants will practice recognizing manipulative techniques in media. It is expected that by the end of the course they will have acquired the ability to independently evaluate media information and apply a critical approach in their teaching practice.

2. Characteristics of Students as Adult Learners

This course addresses the specificities of adult learning in higher education, focusing on the psychological and social characteristics of students. Participants will explore fundamental theories of andragogy and learn how motivation, experience, and life circumstances influence the adult learning process. The course content includes analysis of learning styles, support strategies, and adaptations of teaching for heterogeneous groups. Through

discussion and practical examples, participants will develop competencies for effectively planning instruction oriented to adult learners' needs. The course encourages critical re-examination of traditional teaching approaches and the development of contemporary methods.

3. New Media

The goal of this course is for participants to acquire knowledge of the concept and types of new media used in the educational process. The course covers the theoretical foundations of digital communications, the characteristics of interactive platforms, and the potential of multimedia content in teaching. Participants will analyze examples of the use of new media such as quiz tools, e-learning platforms, and social networks. They are expected to develop the ability to critically evaluate the appropriateness of media tools in relation to learning outcomes. A special emphasis is placed on fostering creativity and active student engagement in the digital environment.

4. Europeanization of Albanian Universities – From EU Legislation to Innovative Integration

This course explores the process of aligning Albanian universities with European Union standards and policies. Participants will gain insight into the EU legislative framework that affects the higher education sector and mechanisms for implementing European practices. The course content includes analysis of best practice examples, transformation challenges, and opportunities for innovative improvement of teaching and governance. The course promotes the development of competencies for



planning internationalization and integration strategies. Participants will ultimately be able to critically consider the effects of Europeanization on local contexts.

5. Rubrics – Assessment of Complex Tasks in Higher Education

This course aims to prepare instructors for effective use of rubrics in the assessment of student knowledge and skills. Participants will learn to construct rubrics with clear criteria and performance levels. The course content covers the basics of formative and summative assessment, examples of good practice, and tools for creating rubrics. Through practical tasks, participants will practice applying rubrics to different types of assignments. They are expected to develop the ability to conduct objective and transparent evaluations.

6. Software and Multimedia as Teaching Content

This course deals with the application of software and multimedia resources in the teaching and learning process. Participants will gain knowledge of different types of digital materials and criteria for their selection and integration. The course content includes analysis of educational applications, simulations, and interactive visualizations. Through project-based assignments, participants will develop skills in creating multimedia teaching materials. The course encourages a critical approach to the use of digital tools in order to improve learning outcomes.

7. Educational Innovations and Trends in Dentistry Education

This course aims to provide insight into contemporary approaches to teaching and learning in the field of dentistry. Participants will study curriculum innovations, simulation technologies, and methods of competency assessment. The course content also includes examples of applying interdisciplinary approaches and active learning. The course enables participants to design innovative teaching strategies and adapt to trends in the profession. They are expected to develop a critical understanding of contemporary challenges in dental education.

8. Introduction to University Pedagogy

This course provides fundamental knowledge about the principles and methods of university pedagogy. Participants will explore theoretical models of teaching, learning, and assessment in higher education. The course content includes topics such as learning outcomes, active teaching methods, and the basics of curriculum design. Through examples and exercises, participants will develop competencies for planning and delivering quality instruction. The course encourages critical re-examination of the teacher's role in the contemporary academic context.

9. Use of Models in University Physics Teaching

This course aims to introduce participants to models as a pedagogical tool for explaining complex physics concepts. The course content covers theoretical foundations of modeling, the design of instructional activities, and the use of digital simulations. Through practical examples,



participants will practice planning lesson units based on models. The course encourages the development of a critical stance toward the selection and application of models. Participants are expected to acquire the competencies to integrate these techniques into their teaching.

10. Beyond Lectures: Using Multimedia – A Guide to Engaging Students in Higher Education

This course explores ways of using multimedia as a tool to enhance interactivity and student motivation. Participants will become familiar with principles of designing multimedia instructional resources and strategies for their implementation. The course content includes analysis of case studies and examples of successful multimedia integration. Participants will create their own lesson plan that includes multimedia elements. The course encourages the development of skills for the critical evaluation of digital content in teaching.

11. Geographic Information Systems in Tourism

This course aims to equip participants to apply GIS technologies in the research and planning of tourism development. The course content covers fundamental concepts of geographic information systems, types of spatial data, and their analysis. Participants will explore examples of applying GIS in the management of tourist destinations. Through practical projects, skills in using software and interpreting analysis results will be developed. The course encourages a critical understanding of the role of GIS in modern tourism.

(In addition, the Faculty of Philosophy contributed the course Communication and Inclusive Approach in University Teaching.) This course aims to enable university instructors to apply effective communication strategies and develop an inclusive approach in all aspects of the teaching process. Participants will explore the basic concepts of verbal and nonverbal communication in the academic environment, with special emphasis on the importance of active listening, clear expression, and tailoring messages to diverse groups of students. The course content includes analysis of communication barriers, recognizing stereotypes and prejudices, as well as the application of methods that encourage the participation of all students regardless of their cultural, linguistic, or social differences. The course encourages the development of interpersonal skills and self-reflection as the foundation of inclusive teaching practice. Through case studies, simulations, and group discussions, participants will practice conflict resolution and creating a supportive and safe learning environment for learning. By the end of the course, instructors are expected to have the ability to recognize the diverse needs of students and implement approaches that contribute to equal participation, academic success, and personal development of all members of the university community. An important segment of the MAGNET project was the establishment (or enhancement) of teaching and learning centers, which gave university instructors the opportunity to systematically develop their pedagogical competencies and acquire advanced pedagogical skills. This includes: competency-based, student-centered teaching; active learning methods; formulating learning outcomes based



on Bloom's taxonomy; the use of digital tools such as Moodle, Padlet, Kahoot, and Mentimeter; as well as the development of inclusive and accessible courses for students of different profiles. Through the project, skills of pedagogical reflection and the development of teaching portfolios are also being cultivated.

Aside from individual staff development, MAGNET supports institutional reform through the introduction of program teams within universities. These teams coordinate local trainings, collaborate with management, and represent a mechanism for long-term sustainability. Thus, MAGNET is more than a project: it is the foundation for building a new culture of learning in higher education in the region. Its ultimate goal is for each institution to transform into a center of knowledge, where learning is lifelong, support is continuous, and innovation is constant.

Project partners include:

- Democritus University of Thrace, Greece (DUTH)
- University of Patras, Greece (UPAT)
- Logos University College, Tirana, Albania (LOGOS)
- "Aleksandër Moisiu" University, Durrës, Albania (UAMD)
- University of Arts in Belgrade, Serbia (UAB)
- University of Donja Gorica, Podgorica, Montenegro (UDG)
- University of Pristina "Hasan Prishtina", Kosovo (UP)
- International Business College Mitrovica, Kosovo (IBC-M)

- South East European University, Tetovo, North Macedonia (SEEU)
- Medical University of Plovdiv, Bulgaria (MUP)
- University of Sarajevo, Bosnia and Herzegovina (UNSA)
- University of Banja Luka, Republika Srpska (Bosnia and Herzegovina) (UNIBL)

The project is co-financed by the European Commission (Grant No: 101083006 — MAGNET).

MODERN APPROACHES TO UNIVERSITY PEDAGOGY: THEORY AND PRACTICE

Draženko Jorgić

Introduction

University pedagogy represents a complex and dynamic field that is constantly evolving under the influence of new research, technological innovations, and changing social needs. In contemporary higher education, pedagogical practices are increasingly moving away from traditional models of knowledge transmission toward interactive, student-centered approaches that foster critical thinking, creativity, and research competencies (Evans et al., 2021).

The importance of the professional development of university teaching staff stems from the fact that most university instructors did not acquire formal pedagogical competencies during their own education (University of Banja Luka, 2025). As Alenezi notes, the quality of teaching directly affects learning outcomes and student satisfaction, which makes continuous pedagogical

development of instructors a key factor in improving higher education (Alenezi, 2022).

Defining Learning Outcomes as the Foundation of Modern University Pedagogy

Defining measurable learning outcomes is the starting point of contemporary student-centered higher education. Evans et al. highlight that clearly defined learning outcomes enable systematic planning of teaching activities, precise assessment, and continuous improvement of teaching quality. Quality learning outcomes must be measurable, relevant to the discipline, and aligned with broader institutional goals (Evans et al., 2021).

The professional development program of the University of Banja Luka recognizes the importance of this topic through the workshop "Defining learning outcomes at the level of a course



and block class” (University of Banja Luka, 2025). Vereijken et al. further expand on this topic by investigating how learning outcomes differ depending on disciplinary specifics, emphasizing that effective learning outcomes must take into account the epistemological characteristics of the subject area (Vereijken et al., 2023).

Interactive Teaching Methods and Stimulating Higher Levels of Thinking

Contemporary university pedagogy increasingly emphasizes the importance of interactive teaching methods that encourage active student participation and the development of higher-order cognitive functions. Shareefa and Moosa identify differentiated instruction as one of the most influential pedagogical approaches for fostering critical and creative thinking (Shareefa & Moosa, 2020).

The University of Banja Luka’s program recognizes the importance of interactive techniques through the workshop “Application of Interactive Learning Techniques in Teaching,” which presents about 20 universal interactive techniques applicable in all scientific fields (University of Banja Luka, 2025). Sahagun and Moallem further extend this discussion with the concept of growth-oriented pedagogy, which emphasizes developing students’ beliefs that their abilities can be improved through effort and perseverance (Sahagun & Moallem, 2021).

Digitalization of the Educational Process and Application of New Technologies

Digitalization of higher education is one of the most significant trends in contemporary university pedagogy. Alenezi

provides a comprehensive analysis of digital learning, noting that digital transformation is not only a technological, but also a pedagogical and organizational process that requires transformation of pedagogical approaches, institutional structures, and organizational culture (Alenezi, 2022).

The University of Banja Luka’s program addresses this topic through two workshops: “Use of Digital Tools in Teaching” and “Application of ‘AI’ Tools in University Teaching and Research” (University of Banja Luka, 2025). Particularly notable is the workshop on the application of AI tools, which addresses the ethical use of large language models and image generators in the educational context.

Inclusive Education and Accessible Teaching

Inclusive education is a key aspect of contemporary university pedagogy, ensuring equal participation of all students in the educational process. Shareefa and Moosa emphasize the importance of differentiated instruction that adapts teaching methods to different student needs and learning styles (Shareefa & Moosa, 2020).

The University of Banja Luka’s program addresses this topic through the workshop “Developing Inclusive and Accessible Teaching,” which highlights the application of universal design in curriculum planning, the use of diverse teaching materials and technologies, and flexible methods of assessment (University of Banja Luka, 2025). Evans et al. further broaden this discussion by noting that quality pedagogical research must take into account the diversity of the student population and contextual factors affecting learning (Evans et al., 2021).



Integration of Research into Teaching and Development of Research Competencies

Integration of research into teaching is a strategic goal of contemporary higher education. Vereijken et al. explore the relationship between subject matter knowledge, theory, and practice in university teaching, emphasizing the importance of research-oriented learning that connects theoretical concepts with practical application (Vereijken et al., 2023).

The University of Banja Luka's program addresses this topic through the workshop "Integration of Research into Teaching and Development of Students' Research Competencies," which provides concrete methods for research-oriented learning and small student projects (University of Banja Luka, 2025). Sahagun and Moallem further elaborate on this through the concept of growth-oriented pedagogy, which enhances students' research competencies and their capacity for independent learning (Sahagun & Moallem, 2021).

Communication with Students and Evaluating Educational Achievements

The University of Banja Luka's program recognizes the importance of effective communication through the workshop "Communication with Students," which emphasizes that good communication between university instructors and students can play a key role in successful teaching and student satisfaction (University of Banja Luka, 2025). The workshop "Evaluating Students' Educational Achievements" addresses various assessment techniques, highlighting the importance of distinguishing formative and

summative assessment as different functions in the educational process.

Conclusion

Contemporary university pedagogy integrates theoretical insights from research with practical approaches tailored to specific contexts. While scholarly publications provide a theoretical foundation and empirical evidence, the University of Banja Luka's program offers practical guidelines and context-specific approaches for the university environment. Key trends point to a shift in focus from knowledge transmission to competency development, a growing importance of digital technologies and artificial intelligence, an increasing emphasis on inclusivity and accessibility, and the integration of research into the teaching process. These trends reflect broader changes in understanding the role of universities in modern society and a growing awareness of the importance of quality teaching in preparing students for the complex challenges of the 21st century.



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ON THE GUIDELINES OF THE PROGRAM TEAM FOR SUPPORT OF PROFESSIONAL DEVELOPMENT OF TEACHING AND NON-TEACHING STAFF AT THE UNIVERSITY OF BANJA LUKA

Tanja Stanković-Janković

Within the MAGNET project, Guidelines for the Work of the Program Team for Support of Professional Development of Teaching and Non-Teaching Staff at the University of Banja Luka were created. The aim of this document is to regulate the activities of the Program Team through the planning, implementation, and evaluation of research activities and continuous professional development of teaching and non-teaching staff at the University of Banja Luka. These Guidelines define the mission of the Program Team's activities and establish rules for organizing trainings, research, and projects for the professional development of University staff.

The purpose and goal of the Program Team are reflected through its operation within the Center for Lifelong Learning (as a sub-unit of the Faculty of Philosophy), under which trainings for University staff are organized. The Program

Team's activities are directed toward supporting teaching and non-teaching staff in their professional work and development in higher education teaching. The goal of the Program Team's activities is to contribute—through trainings, consultations, research, collaboration, and other forms of professional support—to strengthening instructors' teaching, research, and professional competencies, developing new teaching practices and technologies, and continuously improving the quality of the teaching process and aligning teaching and learning with student needs.

The Program Team's work is multidisciplinary and includes:

1. Monitoring needs for training in the areas of scholarship, professional work, and teaching, and creating and organizing trainings for teaching and non-teaching staff.



2. Promoting and supporting the improvement of the teaching process and enhancement of teaching and learning.
 3. Monitoring research on contemporary teaching methods in in-person, distance, and blended formats.
 4. Coordinating and implementing projects and research to improve university pedagogy.
 5. Encouraging the connection of teaching and non-teaching staff and the exchange of high-quality practices.
 6. Providing access to resources to assist in curriculum design, learning, and teaching.
 7. Advising and making recommendations regarding the organization of the teaching process.
 8. Promoting and introducing new technologies and practices to improve the teaching process.
 9. Informing teaching and non-teaching staff about various professional development opportunities.
 10. Supporting the improvement of non-teaching staff skills needed for the quality execution of the University's core activities.
 11. Collaborating with other universities in Bosnia and Herzegovina, Europe and worldwide, as well as with non-governmental organizations and domestic and international bodies dedicated to improving the quality of work of teaching and non-teaching staff.
 12. Seeking financial support from national and international public and private foundations and institutions.
- Coordinator – engaged from among the members of the Department of Pedagogy and Methodology;
 - Administrator – engaged in accordance with the Rule-book on internal organization and systematization of job positions at the University of Banja Luka;
 - Council of the Program Team – composed of at least three members selected from the University's academic staff;
 - Lecturers.

This document also defines the Structure of the Program Team. The Program Team's structure consists of:

The Coordinator's task is to coordinate and direct the activities of the Program Team in accordance with annual planning, relying on the adopted Program Team Guidelines. Together with the Council, the Coordinator plans and evaluates the implementation of training programs, research, and other activities related to the professional development of teaching and non-teaching staff. The Coordinator also oversees the implementation of training programs, research, and other activities, and maintains continuous communication with the Vice-Rector for Teaching and Student Affairs and the Vice-Rector for Human and Material Resources of the University.

The Administrator handles administrative tasks and correspondence, plans and organizes trainings, prepares and distributes training materials, and prepares and submits project proposals to national and international calls and tenders. The Administrator also maintains the website that provides information on Program Team activities. The Administrator assists in the implementation of approved programs and projects. For their work, the Administrator is accountable to the Program Team Coordinator and the



Head of the Center for Lifelong Learning. In addition, the Administrator keeps documentation of trainings for teaching and non-teaching staff. Based on an analysis of activities, the Coordinator, together with the Administrator, compiles an annual report.

Lecturers are selected from among the teaching and non-teaching staff of the University and beyond, depending on the needs of planned professional development programs. They must meet all legal requirements for engagement at the University relevant to delivering trainings and research in the function of improving university pedagogy. Lecturers are responsible for preparing, delivering, and evaluating the training in accordance with the Program Team's annual work plan. They are also obliged to monitor the professional development process in their field.

At the beginning of the academic year, the Program Team adopts a training calendar. All employees of the University have the right to access professional development programs offered by the Program Team, through participation in lectures, exercises, workshops, discussion groups, online lectures, and other forms of professional development. The Program Team keeps records and issues certificates for participation in trainings and informs the Vice-Rectors' offices about the trainings carried out at the University. The duration of each training is defined by its plan and program. Teaching and non-teaching staff may also participate in projects related to the improvement of university pedagogy.

Професионално усавршавање за унапређење наставног процеса на Универзитету у Бањој Луци

ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА
БАЊА ЛУКА 2024.



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
ПРОФЕСИОНАЛНОМ УСАВРШАВАЊУ
НАСТАВНОГ И НЕНАСТАВНОГ ОСОБЉА
НА УНИВЕРЗИТЕТУ У БАЊОЈ ЛУЦИ



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Дефинисање исхода
учења на нивоу
предмета и блок часа
01.02.

Примјена интерактивних
техника учења у настави
02.02.

Како подстицати више
нивоа знања, креативно
и критичко мишљење
студената?
09.02.

Реторичке вјештине у
настави
15.02.

Комуникација са
студентима
16.02.

Вредновање образовних
постигнућа студената
23.02.

Употреба дигиталних
средстава у настави
22.03.

PROFESSIONAL DEVELOPMENT FOR IMPROVING THE TEACHING PROCESS AT THE UNIVERSITY OF BANJA LUKA

Through the MAGNET project, the teaching staff underwent training in seven topics, and in 2025, when the University fully assumed funding, the training was expanded with three additional topics. The sustainability and continuity of faculty training is evidenced by the Decision on the Implementation of the Professional Development Program for Improving the Teaching Process at the University of Banja Luka, adopted by the University Senate on March 30, 2023 (No. 02/04-3.668-77/23).

Below are all the topics with brief descriptions¹ and the names of the lecturers:

¹ Note: Topic descriptions are taken from the teaching staff education program entitled *Professional Development for the Improvement of the Teaching Process at the University of Banja Luka* (2023, 2024, 2025). Banja Luka: Faculty of Philosophy.

Дефинисање исхода учења на нивоу предмета и блок часа

01.02.



проф. др
Јоргић
Драженко



проф. др
Лакић Сениша



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
ПРОФЕСИОНАЛНОМ УСАВРШАВАЊУ
НАСТАВНОГ И НЕНАСТАВНОГ ОСОБЉА
НА УНИВЕРЗИТЕТУ У БАЊОЈ ЛУЦИ



MAGNET
Managerial And Governance Enhancement through Teaching

**Професионално
усавршавање
за унапређење
наставног процеса
на Универзитету у
Бањој Луци**

**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА
БАЊА ЛУКА 2024.**

Defining Learning Outcomes at the Course and Block Class Level

(Presenters: Prof. Dr. Siniša Lakić and Prof. Dr. Draženko Jorgić)

Defining measurable learning outcomes is the foundation of higher education in which the student is at the center of the process. By setting quality outcomes that students should achieve by the end of a block class or by the end of a course, instructors can ensure that their teaching is focused, relevant, and aligned with the real needs of students. Most of the current teaching staff at the University did not experience this type of education when they were students, and thus—by replicating their own experience—they may design their teaching exclusively based on the content presented in available textbooks. The aim of the workshop is to demonstrate how defining quality outcomes leads to more purposeful teaching activities and assessment, but also to caution against the limitations of an automatic reliance on formulaically defined outcomes.

Application of Interactive Learning Techniques in Teaching

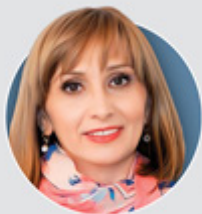
(Presenters: Prof. Dr. Tatjana Mihajlović, Prof. Dr. Margareta Skopljak, and Prof. Dr. Srđan Dušanić)

It is often observed during lectures and exercises that students are not sufficiently engaged, and sometimes they exhibit disinterest or boredom. To improve the classroom atmosphere and make the teaching process more engaging and conducive to critical thinking, cooperative learning and the use of interactive techniques can be a solution. Interactive techniques creatively prompt students to think and engage in group discussion, which contributes to more durable knowledge and greater student motivation and achievement. The value of the approximately 20 interactive techniques that will be presented lies in the fact that they are universal in nature and can be applied in every field. This training will help instructors discover new and more creative ways to structure their teaching and achieve greater student engagement.

Примјена интерактивних техника учења у настави 02.02.



проф. др
Душанић Срђан



проф. др
Михајловић Татјана



проф. др
Скопљак Маргарета



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
ПРОФЕСИОНАЛНОМ УСАВРШАВАЊУ
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Бањој Луци**

**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА**

БАЊА ЛУКА 2024.

Како подстицати више нивое знања, креативно и критичко мишљење студената?

16.02.



проф. др
**Дробац
Павићевић
Милица**



проф. др
Зечевић Ивана



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
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**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА**

БАЊА ЛУКА 2024.

How to Encourage Higher Levels of Knowledge, Creative and Critical Thinking in Students?

(Presenters: Prof. Dr. Ivana Zečević and Prof. Dr. Milica Drobac Pavićević)

Scientific and professional publications on critical and creative thinking express positive views and highly value these skills as competencies for the 21st century. However, it can be observed that their practical application is not as widespread as the discourse about them might suggest. This raises the question: why is that so? Research points to a dilemma—whether critical and creative thinking should be explicitly taught in the education system or incorporated into the system in a way different from direct instruction. Despite the debate on the method of teaching, the importance of fostering these forms of thinking is not in question. Accordingly, this training is devoted to resolving the aforementioned dilemmas and demonstrating techniques and strategies for encouraging critical and creative thinking in higher education.

Rhetorical Skills in Teaching

(Presenters: Prof. Dr. Nikola Mojović and M.A. Milica Kostovski)

Rhetorical skills are crucial for teaching and knowledge transfer because, regardless of modern technology in education, one cannot avoid the lecture format and public speaking. However, it is questionable to what extent university instructors are able to apply numerous rhetorical recommendations in practice. In this session, faculty will be introduced to some key rhetorical skills and guidelines for delivering higher-quality lectures to students. For example, the topics will include: structuring a lecture and how to begin it; how to maintain students' attention; appropriate rhythm and pace of speech; nonverbal communication (movement, gestures, facial expressions); the importance of using quotations, anecdotes, concrete examples, and humor; how to conclude a lecture; how to cope with stage fright; etc. Developing instructors' rhetorical competencies can significantly help improve the quality of lectures and increase student interest.

Реторичке вјештине у настави 15.02.



проф. др
Мојовић Никола



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**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА**

БАЊА ЛУКА 2024.

Комуникација са студентима 09.02.



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
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проф. др
**Душанић
Срђан**



проф. др
Лакић Сениша



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наставног процеса
на Универзитету у
Бањој Луци**

**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА**

БАЊА ЛУКА 2024.

Communication with Students

(Presenters: Prof. Dr. Srđan Dušanić and Prof. Dr. Siniša Lakić)

In spite of the numerous competencies and skills an instructor may have, sometimes the final outcome can be unsatisfactory due to the way (non)communication occurs between teaching staff and students. The most common causes are a confusing structure of work and information exchange, delays in fulfilling obligations, mutual lack of respect, etc. For this reason, it is important for teaching staff to ensure clear communication channels and work structure, timely and transparent information sharing, and appropriate conduct toward students. During this training, through interactive exchange of experiences and the lecturers' recommendations, these challenges will be addressed. Good communication between university instructors and students is an important part of the educational process and can play a key role in successful teaching and in student satisfaction.

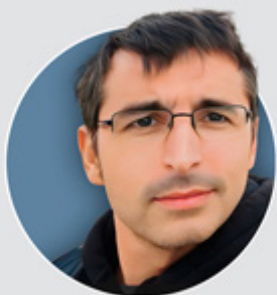
Evaluating Student Achievements

(Presenters: Assoc. Prof. Dragan Partalo and Prof. Dr. Dragan Matić)

To receive feedback on how and how much students are progressing during the semester, as well as at the end of each class, it is necessary to use certain evaluation and self-evaluation techniques. When assessing students, instructors most often use techniques such as oral or written examinations, practical testing, and combined exams. Each technique carries certain challenges that make objective assessment difficult, which is why it is important to know the guidelines and criteria for creating adequate tests for written exams; evaluating oral exams is an even greater challenge. It should be noted that there is a difference between formative assessment, which is conducted continuously throughout the semester, and summative assessment, which is conducted at the end of the entire process. Given the importance, complexity, and specificities of evaluating student achievement, it is necessary for teaching staff to become more thoroughly familiar with this topic.

Вредновање образовних постигнућа студената

23.02.



проф. др
Матић Драган



доц. др
Партало
Драган



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**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА**

БАЊА ЛУКА 2024.

Употреба дигиталних средстава у настави

22.03.



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
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Дамјенић
Милана, МА



доц. др
Пајкановић
Александар



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за унапређење
наставног процеса
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Бањој Луци**

**ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА**

БАЊА ЛУКА 2024.

Collaborative Digital Tools in Teaching

(Presenters: Assoc. Prof. Dr. Aleksandar Pajkanović and M.A. Milana Damjanić)

Using digital tools in teaching can improve instruction in many ways. Appropriate use of digital tools increases student engagement and motivation. Digital resources can be adapted to meet individual student needs, providing a personalized learning experience. The use of digital technologies can promote inclusion and equity, making education more accessible for students facing various barriers. The primary goal of this workshop is to introduce teaching staff with basic digital skills to the benefits and possibilities of using the Google Workspace suite of digital tools in teaching, and to motivate them to further explore opportunities for integrating these and other digital tools into everyday teaching practice.

Developing Inclusive and Accessible Teaching for Students in Higher Education

(Presenters: Prof. Dr. Draženko Jorgić and Bojana Trbić)

Developing inclusive and accessible teaching is a fundamental component of modern higher education that ensures equal participation of all students. This approach recognizes the diversity of the student population and adapts teaching methods to different learning styles, abilities, and needs. Inclusive education not only improves the academic success of students with disabilities or learning difficulties, but also raises the quality of education for all participants. By creating a supportive environment that respects individual differences, higher education institutions prepare students for work in a diverse society. Accessible teaching entails the application of universal design principles in curriculum planning, the use of diverse instructional materials and technologies, and flexible methods of assessment. Such a comprehensive approach helps reduce dropout rates and creates a more equitable educational system that recognizes the potential of each individual.

Развој инклузивне и приступачне наставе 22.05.



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
ПРОФЕСИОНАЛНОМ УСАВРШАВАЊУ
НАСТАВНОГ И НЕНАСТАВНОГ ОСОБЉА
НА УНИВЕРЗИТЕТУ У БАЊОЈ ЛУЦИ



проф. др
Јоргић
Драженко



Трбић Бојана,
руководилац
Центра за
подршку
студентима са
инвалидитетом



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наставног процеса
на Универзитету у
Бањој Луци**

ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 203
12.00 - 13.30 ЧАСОВА

БАЊА ЛУКА 2025.

Професионално усавршавање за унапређење наставног процеса на Универзитету у Бањој Луци

ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА
БАЊА ЛУКА 2024.



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
ПРОФЕСИОНАЛНОМ УСАВРШАВАЊУ
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Дефинисање исхода
учења на нивоу
предмета и блок часа
01.02.

Примјена интерактивних
техника учења у настави
02.02.

Како подстицати више
нивоје знања, креативно
и критичко мишљење
студената?
09.02.

Реторичке вјештине у
настави
15.02.

Комуникација са
студентима
16.02.

Вредновање образовних
постигнућа студената
23.02.

Употреба дигиталних
средстава у настави
22.03.

Application of "AI" Tools in University Teaching and Research

(Presenter: M.A. Borislav Vukojević)

"AI" tools in university teaching and research can be an advantage or a threat. This workshop will demonstrate how to ethically use large language models (e.g., ChatGPT), image generators (e.g., Ideogram) and applications like NotebookLM and Paperpal in an educational context. Participants will also be shown how to map their work processes and improve productivity using AI tools.

Integration of Research into Teaching and Development of Students' Research Competencies

(Presenters: Assoc. Prof. Dragan Partalo and Prof. Dr. Dragan Matić)

Developing students' research competencies is one of the strategic goals of higher education, but university teaching practice does not always provide sufficient opportunity for their systematic cultivation. Under the constraints of heavy curricula, limited time, and demanding academic structures, improving these skills often remains a secondary priority. This can impact the quality of learning, critical analysis, reflectiveness, and students' ability to conduct independent research. This workshop provides concrete methods—such as research-oriented learning, small projects, effective use of scholarly literature, and other strategies—to achieve student engagement. By implementing such methods, research becomes a natural and active part of the teaching process in which students are empowered to think like researchers and learn with understanding. The goal of the workshop is to support instructors in overcoming obstacles to implementing research-oriented teaching through pedagogical models and interactive activities that enhance the quality of learning and teaching.

Професионално усавршавање за унапређење наставног процеса на Универзитету у Бањој Луци

ФИЛОЗОФСКИ ФАКУЛТЕТ
АМФИТЕАТАР 216
12:00 - 14:00 ЧАСОВА
БАЊА ЛУКА 2024.



ПРОГРАМСКИ ТИМ ЗА ПОДРШКУ
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Дефинисање исхода
учења на нивоу
предмета и блок часа
01.02.

Примјена интерактивних
техника учења у настави
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Како подстицати више
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09.02.

Реторичке вјештине у
настави
15.02.

Комуникација са
студентима
16.02.

Вредновање образовних
постигнућа студената
23.02.

Употреба дигиталних
средстава у настави
22.03.



ON THE *MOOC* ONLINE PLATFORM

Through this project, we had the opportunity to create materials and a video that are available via the University's MOOC online platform. Prof. Dr. Tanja Stanković-Janković and Prof. Dr. Sanja Partalo developed the materials and recorded a video with students on the topic of Communication and Inclusive Approach in University Teaching. In the preparatory phase, contributions were also made by Prof. Dr. Tamara Pribišev-Beleslin and Prof. Dr. Dragan Matić. Assistance with filming and editing the video was provided by Mr. Zoran Sanković. The material is available via the MOOC platform (see Communication and Inclusive Approach in University Teaching on the MAGNET MOOC website).

EVALUATION OF THE IMPLEMENTED PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHING STAFF OF THE UNIVERSITY OF BANJA LUKA

Siniša Lakić

Context and Aim

During two consecutive academic years, each professional development topic was implemented twice – the first cycle in 2023, and the second (identical) cycle in 2024 – led by the same team of lecturers, with almost unchanged content, didactic format, and materials. The key research questions of this report are:

- How high and stable are participant satisfaction ratings between the two implementations?
- Does perceived usefulness track with

satisfaction, and how do both indicators relate to ratings of lecturer adequacy?

- Which topics should be specifically adjusted for subsequent implementations?

Within a few days after the conclusion of each training event, participants completed a structured online survey (four-point scale; 1 = “Not at all”, 4 = “Very much”). A total of $n = 761$ individual evaluations were collected (394 in 2023, 367 in 2024).

2 Sample Structure

Topic	2023 (n)	2024 (n)	Total (n)
Rhetorical Skills (lecture)	79	67	146
Interactive Techniques	63	63	126
Evaluation of Teaching	45	43	88
Communication Skills	61	55	116
Higher-Level Goals	66	62	128
Learning Outcomes	47	43	90
Digital Tools	33	34	67
Total	394	367	761

Cycle duration: April 7, 2023 – March 29, 2024, with approximately equal numbers of participants in both years, allowing for relevant comparisons over time.

3 Quantitative Results – In Detail

3.1 Program-Level Performance (both cycles combined)

Topic	N	Average Satisfaction	% Very Satisfied	Average Usefulness	% Very Useful	Average Lecturer Adequacy	% Lecturers Highly Adequate
Rhetorical Skills	146	3,70	75 %	3,48	57 %	3,70	75 %
Interactive Techniques	126	3,58	65 %	3,32	47 %	3,76	79 %
Evaluation of Teaching	88	3,42	52 %	3,38	50 %	3,71	71 %
Communication Skills	116	3,59	61 %	3,41	48 %	3,81	83 %
Higher-Level Goals	128	3,48	54 %	3,17	34 %	3,76	79 %
Learning Outcomes	90	3,40	44 %	3,30	40 %	3,76	76 %
Digital Tools	67	3,24	43 %	3,00	38 %	3,60	69 %
Total	761	3,52	59 %	3,32	45 %	3,74	76 %

Scale: 1 = "Not at all", 2 = "To a small extent", 3 = "Moderately", 4 = "To a great extent".

- All events were rated extremely positively on all criteria.
- Rhetorical Skills is the session with the highest overall satisfaction (3.70) and usefulness (3.48) ratings.
- Communication Skills has the highest lecturer adequacy rating (3.81; 83%).
- Digital Tools is the lowest-rated on all metrics, but still above the middle of the scale (≥ 2.5).
- Satisfaction and usefulness are highly correlated ($r \approx .88$ at the program level).
- Lecturer adequacy also correlates positively with satisfaction ($r \approx .67$), and is consistently the highest-rated dimension.

3.2 Year-over-Year Change

Topic	Δ Satisfaction ('24-'23)	Δ Usefulness	Δ Adequacy
Rhetorical Skills	+0,11	+0,07	+0,11
Interactive Techniques	+0,27	+0,26	+0,17
Evaluation of Teaching	+0,33	+0,22	+0,19
Communication Skills	+0,16	+0,26	+0,04
Higher-Level Goals	+0,21	+0,06	+0,08
Learning Outcomes	+0,19	+0,12	-0,02
Digital Tools	-0,63	-0,84	-0,28

Values ≥ 0.20 are in bold.

- Five out of seven topics improved their scores in 2024, especially Evaluation of Teaching (+0.33) and Interactive Techniques (+0.27).
- Digital Tools shows a pronounced drop in all ratings, which comments attribute to a mismatch between the complexity of the tools and participants' digital literacy, along with too little guided practice.
- Despite improvements, no topic exceeds the empirical ceiling of 3.8 – there is only a small margin for further improvement.

3.3 Overall Averages and Distribution

- Average values: Satisfaction = 3.52 ($\sigma = 0.64$); Usefulness = 3.32 ($\sigma = 0.70$); Lecturer Adequacy = 3.74 ($\sigma = 0.55$).
- Highly positive responses: 59% "very satisfied", 45% "found it very useful", 76% "lecturers very adequate".
- The order of ratings is stable: Adequacy > Satisfaction > Usefulness, which suggests that although the pedagogy is highly valued, some participants find it somewhat harder to immediately see direct usefulness for their own teaching practice.

4 Qualitative Findings (consistent across both years)

Dimension	Frequent Praises	Frequent Suggestions
Methodology	Interaction, clear explanations, practical demonstrations	More time for discussion; split broad topics into two sessions
Content	Quality presentations, available materials	More examples from STEM fields; provide worksheets
Organization	Logical flow, accuracy	Extend duration; distribute materials in advance
Digital Tools	Overview of platforms	Adapt to participants' digital literacy level; live software demonstrations; work in small groups

5 Interpretation and Implications

5.1 Consistency of Lecturer Quality

High and stable ratings of lecturer performance (approximately 3.74 on average) confirm the soundness of having the same team deliver both cycles. Certain topics further improved their 2024 results, indicating effective adaptation based on feedback.

5.2 Satisfaction Plateau

The top-rated topics still remain only slightly below the maximum of the scale (4.00). Possible areas for improvement include:

- *Finer differentiation of training sessions (basic/advanced levels) so that the content is neither “too simple” nor “too complicated.”*
- *More hands-on work, especially in the sessions on evaluation of teaching, interactive techniques, and digital tools.*

5.3 The Digital Tools Challenge

The decline observed in 2024 (−0.6 to −0.8) signifies a critical need for redesign of the Digital Tools training:

1. Pre-training screening of participants' digital literacy and preparatory micro-modules.
2. Live demonstrations of software with step-by-step guided practice.
3. Subject-specific workshops to ensure content is relevant even for non-STEM faculties.

6 Recommendations and Action Plan

Horizon	Concrete Activities	Success Indicators
0–6 mo.	– Redesign the Digital Tools session (level-specific pathways, >50% hands-on practice) – Enrich all topics with examples from different disciplines	↑ Satisfaction with Digital Tools by ≥ +0.3 (in 2025)
6–12 mo.	– Pilot modular two-session formats for content-heavy topics – Launch an online repository of examples and templates	≥ 70% of participants download resources; ≥ 80% rate the modular format as useful
> 12 mo.	– Introduce pre/post self-efficacy scales and a 6-month post-training follow-up – Develop an advanced certificate program based on classroom implementation	Behavioral changes in ≥ 50% of participants at follow-up; ≥ 30% of instructors earn the advanced certificate

7 Conclusion

Implementing each topic twice with the same lecturers provided a natural replication of the program. The quantitative data show robust satisfaction levels and high instructor ratings, with slight improvements in the majority of topics in 2024. By purposefully addressing identified weaknesses (time allocation, practical application, digital literacy), the Center can elevate these already strong results into an excellent range, thereby further enhancing the quality of teaching at the University of Banja Luka.



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