



## **PROJECT MANAGEMENT AND IMPLEMENTATION**

### **Project Title:**

**From digital technology to educational tools: Improving the quality of active learning and teaching in the online and hybrid environment in applied disciplines of agricultural sciences**

**Project Acronym: HEAL-in-ONE**

**Programme: Erasmus+**

**Action Type: KA220-HED - Cooperation partnerships in higher education**

**Call: 2021**

**Erasmus + Project No 2021-1-RS01-KA220-HED-000032054**

## Proper budget control and time management in the project

- The proper budget will be ensured and controlled by a dedicated administrative team of the University of Belgrade with experience in the management of public education funds.
- At every workshop, the project coordinator and partners are obliged to deliver and present a budget realization report according to the rules and signed project agreement.
- The payments will be realized according to well-documented and finalized activities.
- The adoption and approval of the plans and the reports will be carried out by voting, only one vote from each partner organization included in the project will be accounted for.
- The University of Belgrade will be in touch with each partner responsible for the preparation of the transnational partner meetings and workshops to be certain that they are taking the right arrangements to accomplish those as scheduled.
- The monitoring and evaluation of the quality of the project's activities and results will be done by the International Relations Office of the University of Belgrade and RS01 - Foundation Tempus – Erasmus.
- An evaluation of the fruitfulness of workshops to build a consensus of practices and training curriculum will be asked from each participant right after each meeting.
- A participatory model where all the partners have the chance to evaluate and contribute in all phases of the project will be used.
- At the same time, efforts will be made to involve professionals with experience in qualitative research methods to monitor and evaluate the methodology used in the workshops.
- Monitoring of the progress of the activities will be arranged through reports shared between the work teams in each transnational meeting, at the end of each year and the end of the project.
- The UB will supervise and coordinate the progress of the intellectual outputs of the project training curriculum and the guide with good practices.
- The Education Forum will involve a very competent team with consolidated experience in European projects, including the conduction of internal evaluation processes.
- The case profiles elaboration and discussion will count on teachers with experience related to active learning and teaching methodology and online education as well as students.
- The major risks involved in the cooperation between the partner organizations are influenced by several factors: economic criticalities in a difficult economic historical moment; bureaucratic and administrative procedures as well as daily activities that can be obstacles to the respect of the project timing; fragmentation of the network due to normative and legislative differences between partner organization's countries, absence of key members of the team for the project realization, risks related to the implementation of activities etc.

- Favourable factors are the previous experience and the reciprocal acquaintance of different partners, the connection that exists thanks to the RS01 - Foundation Tempus – Erasmus Program activity and participation in European projects, which all facilitate the capacity to discuss and find answers to the most complex problems that partner organizations find in their daily work. In the project will be used a few commonly known and used project key performance indicators that are essential to effective project budget management: the actual cost of work performed, cost variance that indicates whether the estimated project cost is above or below the set baseline, earned value that shows the approved budget for performed project activities up to a particular time, the planned value that estimated cost for project activities planned/scheduled as of the reporting date and returns on investment that shows a project's profitability and whether the benefits have exceeded the costs.
- Regarding project time management six steps are involved: Activity Definition, Activity Sequencing, Estimating Resources, Activity Duration Estimating, Project Schedule Development and Schedule Control.

### **The tasks and responsibilities of each partner organisation in the project**

The coordinator organization will play a primary role in the running of the project and will be responsible for its successful realization. The task of the coordinator organization is to ensure that the project proceeds within the specified time frame and under the established budget while achieving its objectives. Also, the responsibilities of the coordinator organization are to make sure that projects are given sufficient resources while managing relationships with partners and participants.

The coordinator's organization tasks and responsibilities are to:

- develop the project plan;
- recruit project staff;
- lead and manage the project team;
- determine the methodology used on the project;
- establish a project schedule and determine each phase;
- manage deliverables according to the plan;
- participation in the development of ALTONE and preparation of the project material; provide regular updates of tasks, activities and results.

The partner organizations will actively work on more phases of the project and their duties will include:

- contributing to overall project objectives, completing individual deliverables, providing expertise, working with teachers to establish and meet their needs, and documenting the project implementation process.

The tasks and responsibilities of the Education Forum are:

- participation in the development and preparation of the project proposal;
- defining a methodology for analyzing the quality of teaching/learning during a pandemic and creating templates for reports;
- development of the ALTONE concept in collaboration with academics;
- preparation of training program and materials;
- writing a manual on the transformation of ALT to ALTONE;

- training of academics for the application of ALTONE and adequate use of ICT (Information and communications technology) in applied disciplines in HE;
- participation in the evaluation of the pilot subjects book;
- participation in bank scenario analysis for online and hybrid ALT.

The tasks and responsibilities of all partner HE institutions are:

- analysis of the quality of teaching/learning during the pandemic and writing a report;
- selection of pilot courses and subjects from applied disciplines (scientific-professional and professional-applied), and different fields (technical-technological and social-humanistic sciences);
- participation in pieces of training;
- analysis of the epistemological nature of subjects' knowledge from the angle of effective teaching/learning in an online context;
- revision of the book of pilot subjects based on previously performed analysis to achieve the curriculum alignment between objectives, teaching/learning methods, student activities, assessment methods and learning outcomes;
- creating scenarios for prototype classes in applied disciplines in the online and hybrid environment.

The tasks and responsibilities of all partner organizations to perform:

- participating in the transnational project meeting and the project workshops;
- participation in the development of the concept and formation of a centre for quality teaching/learning in the partner institution; and
- organizing an international conference and active involvement in its work;
- monitoring project activities, writing reports and disseminating products.

## **Monitoring the progress, quality and achievement of project activities**

### **Qualitative and quantitative indicators to measure the quality of the project's results**

Monitoring indicators will be essentially performance indicators as they will reflect the performance of the project and also of the people directly responsible for the same. The achievements of the monitoring process will be:

- active participation of all parties involved,
- up-to-date information on the project phases,
- accurate and on-time task implementation,
- on time and quick reaction to eventual obstacles,
- identification of the need for additional activities,
- assistance from the other project partner institutions in task completion if problems occur,
- accurate insight of project documentation, etc.

The Quantitative indicators of the project results:

- No of the pilot subjects were selected and changed,
- No of the people involved in the project,
- No written scenarios for ALTONA lessons,
- No of realized ALTONA lessons,
- No reports on the analysis of the realization of teaching and learning in different HEI contexts during the COVID/19 pandemic,

- No participants in the dissemination conference;
- In the frame of the project, there will be planned creation of the web page, so the indicator can be: the number of the visitor to the web page, the number of downloads of prepared guidelines,
- No project presentation in media during the project,
- No presentation meeting inside every partner organization to present and motivate university staff of the organizations for the project mission.

The Qualitative indicators in the project are:

- Increase of awareness and involvement of academics in teaching processes that can be recorded in evaluation lists after each workshop,
- Increase of initiative of university teachers in applying ALTONA in lesson planning that can be recorded in the evaluation of their lesson scenarios during the project,
- Increase of teachers' competence for evaluation of the quality of teaching/learning in the ALTONA framework that can be recorded in the analysis of their lesson plans.
- Development of cooperation between HEI teachers from different universities that can be recorded in TPM and Multiplier events reports and (at least) several joint planning lessons;
- Development of quality teaching/learning culture in the HEI partners institutions that can be recorded in reports of academics in different HEI contexts;
- Development of commitment to project sustainability can be recorded in the report from the last Workshop.

### **Information about the involved staff, as well as the timing and frequency of the monitoring activities**

- The management team consists of one person from all partner organizations (5 persons in total);
- Implementation teams in the project for the design and preparation of training materials and implementation of all activities in the project (training, monitoring the activities of trained teachers, etc.) are four experts from the EF and one expert from each partner HEIs (8 people);
- The Focus group in the project that will be trained are a total of 16 teachers;
- The project directly involves 4 experts from the EF, three of whom are experts in the methodology of active learning and teaching and one in the application of the methodology of ALT in ONE;
- One person from each partner higher education institution is involved in providing, checking and improving the quality of teaching and learning;
- Participants in the project that will be trained are a total of 16 teachers (7 teachers from the University of Belgrade - Faculty of Agriculture and 9 teachers from other partners HEIs ie 3 teachers from each partner higher education institution);
- In addition, one expert from each partner higher education organization involved in the maintenance and application of ICT is included.
- The cross-section of the state of realization of annual activities following the planned realization will be monitored every 6 months and the realization of annual activities at the end of each year.

## **Plans for handling risks that could happen during the project (e.g. delays, budget, conflicts, etc.)**

Risk identification and risk analysis began in the project preparation, as an assessment of the probability of its occurrence, and the degree of impact on the schedule, scope, costs and quality of project activities. Among the different kinds of risk for the project are the relevant following:

- People risks are associated with the availability, skill level, and retention of the people on the project team. In the selection of partner institutions, it was taken into account that these are institutions that have already worked on European projects and that we have had some contacts and experience with these institutions.
- Size risks are associated with the magnitude of the product and the project team. The development of the ALTONE is a "large" and complex intellectual product that assumed a good theoretical and practical knowledge of both subjects' content and the psychology of learning. The selection of project partners enables an efficient combination of their complementary expertise.
- Process risks are related to whether team members follow a defined, appropriate process. Project tasks are precisely defined with an explanation of their outcomes and links to the project objectives, and this is discussed among the partners, as well as expectations from the project process and results.
- Organizational and managerial risks are derived from the environment where the project is being developed. In this category, the greatest risk is the uncertain course of the COVID19 pandemic. Continuation of anti-infective measures may affect project activities, especially the implementation of workshops. In case workshops and conferences cannot be held live for health reasons, then this would have to be realized in a virtual form. This would reduce its impact, but would enable the implementation of activities in general.
- Estimation risks are derived from inaccuracies in estimating the resources and the time required to build the project outcomes properly. If the project receives support, and adequate funding, through the dedicated work of the participants following the project schedule, the project goals can be achieved in three years. We see risk as an important part of progress, and failure is an integral part of learning. If we have already thought in advance about the possible causes of the risk, we are in a position to mitigate unplanned events. But the main thing is what was learned from the risk. As in the old saying, "What doesn't kill me makes me stronger."

## Implementation

### The project activities that lead to the achievement of the project objectives and delivery of the planned results

Project activities were derived from literature review, needs assessment analysis (performed in the preparatory phase of the project) and project aims. Each of the activities corresponds to a specific aim and results in relevant outcomes. Here is an overview of the activities by aims, with defined results of the activity:

Aim 1. Development of the principles of ALTONE in HE to make the most of the advantages of ICT in teaching and learning:

- defining a methodology for analyzing the quality of teaching/learning during a pandemic and creating templates for reports;
- analysis of the quality of teaching/learning during the pandemic and writing a report;
- development of ALTONE concept and principles;
- writing a draft of a manual on the transformation of ALT to ALTONE
- creation of training program and materials

Results: analysis of quality of teaching/learning during the pandemic in selected HE, written reports with the findings; developed the ALTONE draft manual and training programs and materials based on ALTONE.

Aim 2. Raising the competencies of academics for creating prototypes of teaching situations for effective learning of the content of different epistemological nature that is found in applied disciplines:

- selection of pilot subjects from applied disciplines (scientific-professional and professional-applied), and different fields (technical-technological and social-humanistic sciences);
- analysis of the epistemological nature of subjects' knowledge from the angle of effective teaching/learning in an online context;
- training of academics for the application of ALTONE and adequate use of ICT in applied disciplines in HE.

Results:

developed academic competencies for implementation of ALT in an online environment and the most beneficial use of ICT in teaching/learning.

Aim 3. Curriculum redesign and implementation of curricular alignment between goals, teaching/learning methods, student activities, assessment of students and learning outcomes in pilot courses:

- analysis of the epistemological nature of subjects' knowledge from the angle of effective teaching/learning in an online context;
- evaluation of the pilot subjects book;
- revision of the book of pilot subjects based on previously performed analysis to achieve the curriculum alignment between objectives, teaching/learning methods, student activities, assessment methods and learning outcomes;
- training of academics for the application of ALTONE and adequate use of ICT in applied disciplines in HE

Results: developed curriculum development methodology, competencies of academics for curriculum design and implementation of ALT in an online environment.



Aim 4. Development of a bank of a scenario for teaching in an online environment according to the types of knowledge those students should master (declarative, procedural, practical):

- training of academics for the application of the ALTONE and adequate use of ICT in applied disciplines in HE;
- creating scenarios for prototype classes in applied disciplines in the online and hybrid environment;
- writing a bank of scenarios and
- bank of scenario analysis for online and hybrid ALT.

Results: developed competencies of academics for implementation of ALT in an online environment, and creation of teaching/learning scenarios; bank of scenarios for prototype classes in an online and hybrid environment in applied disciplines.

Aim 5. Creating continuous support for the improvement of ALT in HE:

- development of the concept and formation of a centre for quality teaching/learning at the partner institution;
- strengthening links between participants, their networking through joint project work and future cooperation of ALT centres

Results: networked project partner institutions, developed ‘community of learners’ working to improve HE teaching/learning; established centres for quality teaching/learning in partner HE institutions.

To recall, all outcomes would contribute and be used in future education in either “normal” or extraordinary circumstances.