

From Theoretical-Oriented to Practical Education in Agrarian Studies (TOPAS)

Erasmus+ KA-2 585603-EPP-1-2017-1-DE-EPPKA2-CBHE-JP

Work Package 2: Student-centred Teaching, Learning & Assessment

Commitments made by partner institutions

Author: Niek van Veggel (Writtle University College)

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During the November meeting held at Writtle University College to support work package 2 partner institutions made the following commitments regarding improving student-centred teaching, learning and assessment. Progress against these commitments will be monitored by Henry Matthews and Nieky van Veggel throughout the project.

Intervention		Deadline	Responsible person
Yerevan State University (YSU)			
1	Distributing classroom study materials one week before the lecture and discussing these with students during the lecture (flipped learning).	Q3 2019	Aram Karapetyan
2	Distributing between students envelopes with results of assessments related to their written answers to previous questions (peer-learning).	Q4 2019	Vehanush Marukhyan
3	Providing students with handouts of lecture presentations to enable them to make notes on these.	Q2 2019	Aram Karapetyan
National University of Life and Environmental Science (NULES)			
1	Incorporating Padlet into teaching to enable technology-enhanced learning.	Q4 2019	Anatolii Dibrova Dmytro Kyryliuk Oleksandr Labenko
2	Incorporating Kahoot into teaching to enable technology-enhanced learning.	Q4 2019	Anatolii Dibrova Dmytro Kyryliuk Kateryna Tuzhyk
3	Make use of case study methodology throughout the bachelor and master programmes.	Q4 2019	Kateryna Tuzhyk Oleksandr Labenko
Tashkent National Agrarian University (AAI)			
1	Improving dissertation management for master-level students.	Q4 2019	Dilsabohon Rustamova
2	Incorporate project work into the teaching and assessment strategies.	Q2 2019	Bahodirjon Nosirov

3	Improving the support available to students with additional needs.	Q4 2019	Abduaziz Abduvasikov
Samarkand Institute of Veterinary Medicine (formerly Samarkand Agricultural Institute) (SAI)			
1	Improving dissertation module by implementing a “Research Methodology” module and streamlining dissertation management and using Zotero.	Q3 2019	Abdugani Elmurodov
2	Introducing group work and peer-assessment of presentations.	Q2 2019	Fahrod Ahrorov
3	Introducing competence-based assessment of practical internships module.	Q3 2019	Fahrod Ahrorov
Armenian National Agrarian University (ANAU)			
1	Introducing personal and professional development to the curriculum in the form of personal development plans.	Q3 2019	Narine Gasparyan
2	Introducing student peer-assessment supported by teaching staff	Q4 2019	Liana Khachatryan
3	Introducing Zotero to students and staff and investigate further technology-enhanced learning methods.	Q3 2020	IT department
Sumi National Agrarian University (SNAU)			
1	Introducing case study and student portfolios as teaching and assessment methods	Q2 2019	Nataliya Strochenko
2	Incorporating Padlet into teaching to enable technology-enhanced learning.	Q4 2019	Nataliya Strochenko
3	Incorporating Kahoot and online debates into teaching to enable technology-enhanced learning.	Q4 2019	Nataliya Strochenko
4	Establishing a new centre for student support accessible to all university and associate college students.	Q4 2020	Nataliya Strochenko