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Eesti Maaülikool

Evaluation and revision of lectures

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Evaluation of courses: internal, external

- Part of internal quality assurance system
- Questions are related to higher education quality standards (EU and Estonia) and university strategy.

- Does the course fits with the outcomes of curricula
- Is the content up to date
- Are the methods used adequate and suitable
- Use of IT tools
- Examination of outcomes
- Study materials ect.

Example from our questionnaire

Õppeaine vastavus hindamiskriteeriumitele				
Hindamiskriteerium		Ei	Osaliselt	Jah
Õppeaine eesmärk ja õpiväljundid toetavad õppekava eesmärkide saavutamist	X			
	<i>Põhjendage vastust, tuues konkreetseid näiteid, millele arvamus tugineb</i>			
	<i>Hindaja(te) kommentaar</i>			
Õppeaines selgitatakse õppeaine olulisust õppekavas ning seost teiste õppeainetega	X			

Õppetöös kasutatakse asjakohaseid IT vahendeid ja digitaalseid (sh e-õppe) õppevahendeid, mis toetavad mh ennastjuhtiva õppija kujunemist, loovust, innovatsiooni jt üldpädevuste arengut	X			
	<i>Selgitage, miks kasutate / ei kasuta / ei pea vajalikuks kasutada digivahendeid/digiõppemeetodeid.</i> <i>✓ Loetlege õppetöös kasutatavad IT ja digivahendid.</i> <i>Põhjendage, miks kasutate just seda vahendit.</i> <i>✓ Esitage e-õppe osakaal õppeaines (nt õppeaine on täielikult e-õppe õppeaine või õppeaine on osaliselt e-õppe õppeaine)</i>			
	<i>Hindaja(te) kommentaar</i>			

Who evaluates?

- Basic information of courses in ÕIS
- Evaluation in separate electronic system
- Teacher fulfils the evaluation form
- Study curricula committee evaluates these forms in the context of curricula
- Separate committee evaluates curricula

- How often – after every 3-5years
- SWOT analysis, improvement action plan

Regular improvement, evaluation:

- At least once per year
- Curricula committee, teachers of the curricula

If complains:

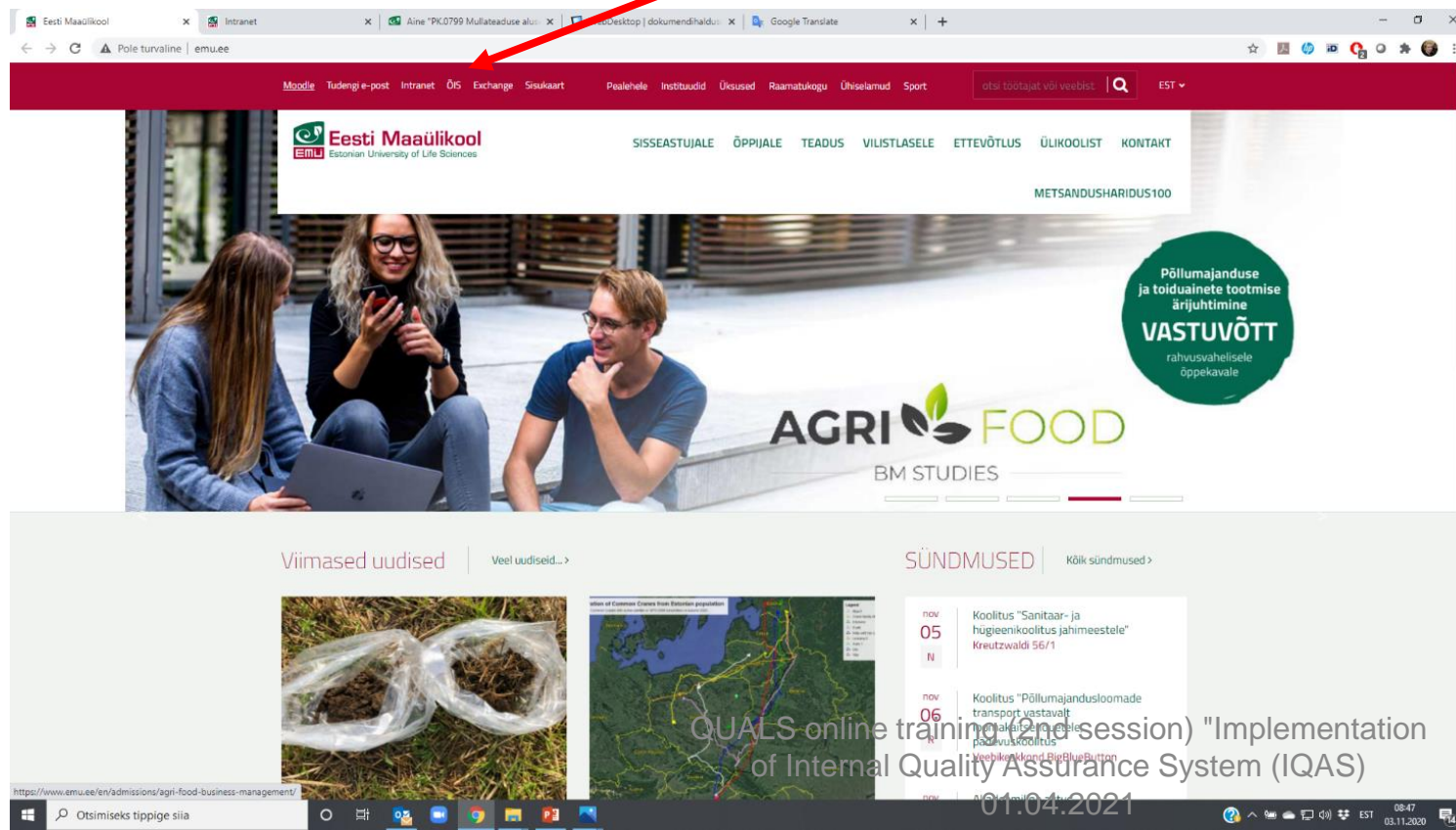
- Head of department talk with teacher, random visit of classes, check of ÕIS, action plan.

If no improvements after complains:

- official reprimand
- termination of employment

Student feedback system to the courses:

- Why? One evaluation criteria of teacher, course, curricula and university
- Where? In Studies Information System (ÕIS):



The screenshot shows the website of the Estonian University of Life Sciences (EMU). The navigation menu at the top includes links for Moodle, Tudengi e-post, Intranet, **ÕIS** (highlighted with a red arrow), Exchange, Sisukaart, Pealehele, Instituudid, Üksused, Raamatukogu, Ühiselamud, and Sport. The main content area features a banner for 'AGRI FOOD BM STUDIES' with a green circular graphic that reads 'Põllumajanduse ja toiduainete tootmise ärijuhtimine VASTUVÕTT rahvusvahelisele õppekavale'. Below the banner, there are sections for 'Viimased uudised' and 'SÜNDMUSED'. The 'SÜNDMUSED' section lists two events: 'Koolitus "Sanitaar- ja hügieenikoolitus jahimeestele" Kreutzwaldi 56/1' and 'Koolitus "Põllumajandusloomade transport vastavalt ajakohastele nõuetele" Põlvuskoolitus'. The bottom of the page shows the URL 'http://www.emu.ee/en/admissions/agri-food-business-management/' and the date '01.04.2021'.

- **Studies Information System** (in cooperation with Tartu University)
- In Estonian and in English – study programmes, courses, time plans, registrations, evaluations, feedback, teaching materials, messages, information about students and staff

The screenshot displays the OIS interface with several key sections:

- Rühmad (instituut-õppekava-õppeaasta):** A table listing groups with columns for 'Tähis', 'Piirarv', 'Registreeritud', and 'Õppejõud'.

Tähis	Piirarv	Registreeritud	Õppejõud
PKAI-1K	17	17	Lektor: Endla Reintam, Lektor: Kaire Rannik
PKPS-1K 3. rühm	17	14	Lektor: Avo Toomsoo, Lektor: Endla Reintam
PKPS -1K 1. rühm	17	15	Praktikumijuhendaja: Avo Toomsoo, Lektor: Endla Reintam
PKPS-1K 2. rühm	17	14	Praktikumijuhendaja: Avo Toomsoo, Lektor: Endla Reintam
- Ajakava:** A table showing the course schedule with columns for 'Kuupäev', 'Liik', and 'Sisu'. It lists dates from 07.09.2020 to 30.11.2020 and various activities like 'loeng ja seminar' and 'praktikum'.
- Aine "Mullateaduse alused" (PK.0799) õppematerjalid:** A detailed view of learning materials.

Ühe õppeaine piires on õppematerjalide kaust kõikidele õppeainet õpetavatel

Asukoht: PK.0799

Muuda kõik materjalid: [avalikuks](#) [nähtavaks](#) [ÕISI kasutajatele](#) [nähtavaks ainult aine kuulajatele](#) (Kaire Rannik, Endla Reintam, Avo Toomsoo)

Nr.	Nimetus	Tegevused	Viimati muudetud
1	Nimekirjad_sygis_20 (Aine õppejõule)		16.09.2020 14:29:45
2	Kordamisküsimused_eksam_18.pdf (ÕISI kasutajale)		Endla Reintam 17.01.2019 09:21:09
3	Loeng10_mullareziimid.pdf (ÕISI kasutajale)		Endla Reintam 17.01.2019 09:19:21
4	Loeng_1_Muld_roll_ylld.pdf (ÕISI kasutajale)		Endla Reintam 17.01.2019 09:19:49
5	Loeng1_mullatekketingimused.pdf (ÕISI kasutajale)		Endla Reintam 17.01.2019 09:19:58

At the bottom of the page, there is a footer with the text: "QUALS online training (2nd session) "Implementation of the International Quality Assurance System (IQAS) Õppematerjalide haldamine" https://module.edu.ee/course/view.php?id=30426" and the date "01.04.2021".

Organization (when, how often):

- **Compulsory** for students to give for at least 4 courses per **semester**
- **If not** – ÕIS will be blocked for them
- 12 questions + comments

Questions 3-6, 8: I agree entirely (2) / I somewhat agree (1) / I somewhat disagree (-1) / I disagree entirely (-2) / so-so (0)

Questions 12: A (excellent) (5) / B (very good) (4) / C (good) (3) / D (satisfactory) (2) / E (poor) (1) / F (fail) (0)

- Evaluation of teacher (max 2 points) and course (max 5 points)
- Automated feedback to the teacher, head of curricula, head of institute
- Who else – ÕIS administrator, head of study department, vice-rector of studies

Questions (12 + comments):

1. Does the volume of independent work specified in the syllabus (incl. e-learning) correspond to the actual volume of work?
2. Did you, in your opinion, achieve the learning outcomes (knowledge and skills) established in the course?
3. The teacher's attitude upon teaching was supportive of learning and open to students.
4. The teacher taught the course excellently (sparked interest, clear presentation, engaging, etc.)
5. The materials given or recommended by the teacher were relevant in terms of their substance, form and suitability.
6. The teacher gave sufficient feedback about the results of my work in completing the course.
7. What did the teacher do especially well and what could the teacher do differently in future?
8. Sufficient explanations about the organisation of study were given in the course (learning outcomes, terms of completion, evaluation criteria, etc.).
9. Were the items listed in the learning outcomes of the course evaluated in the course?
10. If you would like to add anything in connection with the course, please do so here (what was done well, what could be done differently, etc.):
11. What would you say about the course to future students?
12. All in all, I award the course the grade:

Teacher view

ois.emu.ee/is/hindamine/statistika.zul?session=48622316453871262564&sisisteemi_seaded=3,2,12,1.



As a lecturer | **Õppekavajuhina** | As a head of unit | Detailed view of feedback results to a lecturer | Output

Lecturer: Endla Reintam

Results in Excel format | Show previous results

Academic year and semester 2020/2021 autumn

	PK.0799	PK.1091	All evaluated courses of a lecturer
Number of registered	56	17	73
Number of responses	28	7	35

	PK.0799	PK.1091	All evaluated courses of a lecturer
Number of responses (Endla Reintam)	8	3	11

Average of evaluations

	PK.0799	PK.1091	All evaluated courses of a lecturer
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3. The teacher's attitude upon teaching was supportive of learning and open to students.

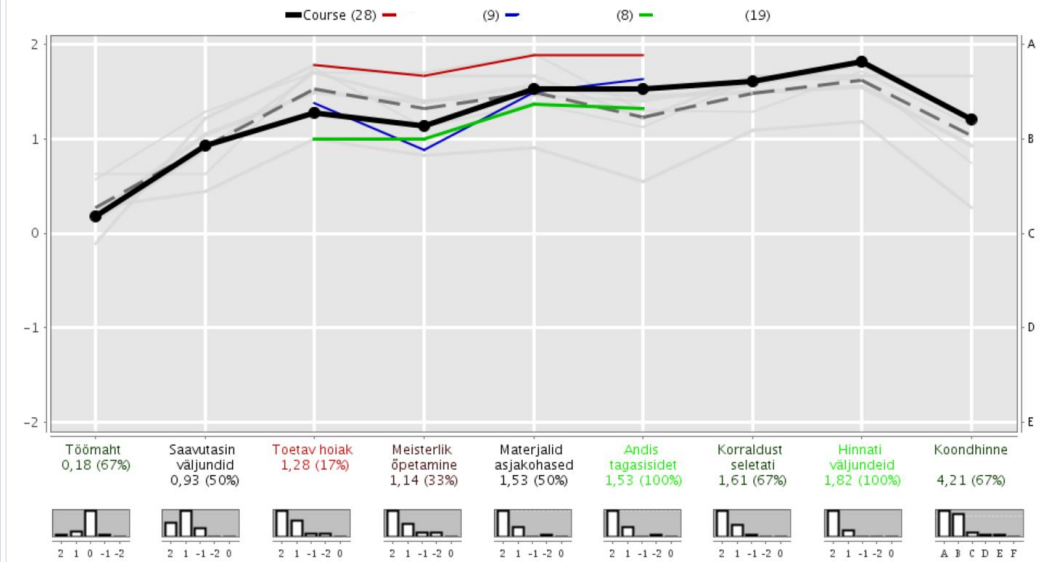
1.38

2

QUALS online training (2nd session) "Implementation of Internal Quality Assurance System (IQAS)"

01.04.2021

Number of registered	56
Number of responses	28
Vastajate %	50



Show results by curricula

11. What would you say about the course to future students?

Comment

Tehke kõik ajakava järgi ära ja ärge praktikumidest puuduge, sest hiljem on raske järele teha. Samuti kui on võimalus mingid operatsioonid edasi lükata, siis soovitan.

õpilased peavad kõik tööd õigeaegselt esitama

Olgugi, et tundub, see on keeruline , tegelikult kui tunda huvi ja hoida meeled lahti, vabaks lasta eelarvamused, siis saate suurepäraselt hakkama.

Algusest peale aines kaasa töötada ja konspeteerida , et oleks kõik materjal olemas.

Tehke protokollid igaks tunniks ja käige igas loengus kohal.

Õppeaine tundub algul keerulisem, kui on. Maht on omajagu suur aga samas üllatavalt põnev. Õppejõud väga kannatlikud ja avatud ning aine on tänu praktilisele osale väga loogiliselt omandatav. Kõik õppeained toetavad üksteist, eriti oluline ongi mullateadus - see jookseb päris mitmest kohast läbi. Soovitan lugeda juurde õppejõudude poolt soovitatavat kirjandust (Mulla ABC Brošüürid on super materjal!), õppeaine muutub kordades loogilisemaks.

Tähtis aine, mis on baasiks kogu taimekasvatusele

Add comment for head of the structural unit

Add comment for students

1. Does the volume of independent work specified in the syllabus (incl. e-learning) correspond to the actual volume of work?

Response type	PK.0799		PK		EMU	
	Number	%	Number	%	Number	%
1. The volume was much bigger	1	3.6%	66	4%	302	4%

As a lecturer Õppekavajuhina As a head of unit Detailed view of feedback results to a lecturer Output Graph

Institute of Agricultural and Environmental Sciences 2020/2021 autumn

Participant group size 6-30 31-60 61-1000

Volume of work	Outcomes	Attitude	Teaching	Materials	Feedback	Organisation	Outcomes	Grade	Numerical course code	Course title	ECTS	Form of study	No. course part	Semester	No. of resp.	No. of particip
									PK.1624	Propagation of horticultural plants (Estonian)	4,00		1	2020/2021 autumn	6	7
									PK.1554	Ornamental plants (Estonian)	6,00		0	2020/2021 autumn	13	20
									PK.1485	Rye-bread for our food (Estonian)	3,00		0	2020/2021 autumn	11	13
									PK.1035	Planting design (English)	3,00		0	2020/2021 autumn	9	16
									PK.0171	Field practicum on mycology (Estonian)	2,00		0	2020/2021 autumn	6	7
									PK.1558	Fundamentals of agronomy for veterinarians (Estonian)	2,00		0	2020/2021 autumn	16	27
									PK.1587	Guiding services and safety in nature tourism (Estonian)	5,00		0	2020/2021 autumn	12	12
									PK.0879	Ornamental plant usage (Estonian)	3,00		1	2020/2021 autumn	11	20
									PK.0548	Residential area design and planning (Estonian)	4,00		1	2020/2021 autumn	10	20
									PK.0538	Estonian traditional fermented drinks (Estonian)	3,00		0	2020/2021 autumn	9	28
									PK.1626	Environmental management (Estonian)	3,00		0	2020/2021 autumn	8	22
									PK.1715	Healthy fermented alcoholic and non-alcoholic brewers: mead, cider, kvass and kombucha (Estonian)	3,00		0	2020/2021 autumn	7	14
									PK.1660	Traditional culture and nature tourism (Estonian)	3,00		0	2020/2021 autumn	7	16
									PK.1643	Garden design (English)	6,00		0	2020/2021 autumn	7	15

QUALS online training (2nd session) "Implementation of Internal Quality Assurance System (IQAS)

01.04.2021

What to do with the results?

- Teacher – to improve teaching, materials, change organization ect.
- Head of curricula – to change curricula
- Head of institute – to change a teacher

- Teachers evaluation – students feedback is one part
- Rewarding best teachers – as one criteria

- Once per year central study Office gives overview for the institutes (best/worse teachers and courses)

Pros and cons of the system:

For students:

- Possibility to show satisfaction/problems
- They don't know if something will change – feedback results
- Time consuming

For teacher/administration:

- Possibility for changes or if changes gave results
- If limited number gives – is it true or just some extra lazy/angry students opinion

Definition of educational offer and its management: Q&A

1-How do proceed ? What are the parameters/criteria that are used to prepare an education program ?

- 1) **Need** for such program/training – follow trends in your own country, region and in the world, surveys
 - 2) Regulations – frame
 - 3) Clear aims, learning outcomes
-
- If you have an idea, people willing to do that, you get funding/support – but if you didn't made background survey about the needs/target groups – difficult to sell – it will not work.

2-Quality and formation diversification is both costly and time consuming, How do you compromise ?

- Quality – best teachers (professor), people from companies – someone should manage
- Some extra structural funds from EU to support some activities -
- Research supports teaching
- Inner targeted support – funds, working groups, extra people
- Awards
- Threats – negative evaluation, loosing money

- If in that moment will be more benefit for the future by doing then by not doing

3-How do you collect the feedback from the socioeconomic partners and how to translate it into a formation program ?

- Seminars, meetings, round-table discussion, working groups
- Feedback questionnaires – surveys
- Sources from where comes information for course/program change or new courses: world/region/country strategic documents, policy change, feedback from partners, students, internal quality assessment, external quality assessment
- If you have a need/idea – you start to construct first the main outcomes, competences needed – to transform to the courses - lectures

Frame for our management:

- Higher education law
- University law
- Standard of higher education – gives quality frame to the programmes and the skeleton of the skills
- After approval in all stages inside of university, the committee of ministry have to approve it as well.

Student learning support

Information:

IT tools: home page, info systems, e-mail, Facebook groups

- www.emu.ee

Support units (management):

- University central study department
- Student Union
- Institute study offices (study assistant, director of studies)

Regulations (core for system):

Study regulation system ect.

Talk with people

Personal support:

Tutoring/Buddies – elder students supports younger

- Volunteer
- Each speciality/curricula
- Tutors training
- Tutors recognition – nomination by younger students, scholarship, diploma, party
- Feedback questionnaire – once per year

Students speciality organizations/ students union:

- Volunteer
- Excursions, seminars, events, studying together
- University financial support



EMÜE

Speciality organization of students



KÜS – Keskkonnaüliõpilaste Selts



NPK – Noorte Põllumeeste Klubi



TAURUS – loomakasvatusüliõpilaste erialaselt



Eesti Veterinaarmeditsiini Üliõpilaste Selts



Eesti Metsaüliõpilaste Selts



- Psychologist – personal consultations, training of tutors – increasing need
- Thesis supervisors – BSc, MSc and PhD level.
- Course „mama/papa“ – one teacher per curricula/year
- Library – Access to information systems, databases, place where to work
- Infrastructure – group work corners in study buildings, dormitory, access to study buildings

Further options

- Teacher guided study groups

Guidance and professional integration: Q&A

Questions:

- 1- How to be attractive towards the professional?
- **2- How to assess that university curricula respond to the needs of the professional?**
- **3- How to evaluate the implication of the professional (summer training) into the study program?**
- 4- How to improve relationship between professional and university to get more training offers?
- 5- How to monitor and improve the placement time of the outgoing cohort?

2- How to assess that university curricula respond to the needs of the professional?

- You never can't respond to everyone's needs
- Map the basic needs of the profession – what kind of skills this person/position needs
- Compare skills with curriculum outputs
- In Estonia we have for many professions professional standards.
- To work on these professions you need to claim a vocation (special institutions, controlled system).
- Many professions need continuing education (collect credits to maintain vocation)

3- How to evaluate the implication of the professional (summer training) into the study program?

- Life long learning
- Student makes analysis
- Special committee revises documents, makes interview and then decision
- If the outcomes are fulfilled, no need that credit points are the same
- Don't look too much course by course, but in the frame of curricula and its outcomes.

International openness policy: Q&A:

Questions:

- 1- What kind of strategy adopted to reinforce the attractiveness of the training courses?
- **2- Mobility strategy (Student/staff)**
- 3- The impact of the international research programs on the quality of the training and research.
- 4- How it can be possible to enlarge the international research network.
- 5- How to strengthen and perpetuate the international relationships.

2- Mobility strategy (Student/staff)

- If you put it into your university action plan (strategy), you need to find a money as well
- You cant just force, you need to offer solutions as well
- Mobility windows in the study programmes
- Teaching free semester for the teachers once per 5 years

- Exchange projects, programmes
- University funds
- Consulting of students and staff
- Where to go – partners, personal contacts – most professional benefit

Thank You for Your attention!

www.emu.ee