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**NETCHEM**



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## WP1, task 1.1

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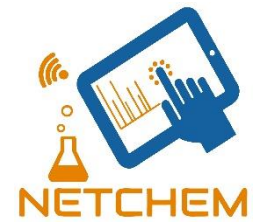
### **ICT Networking for Overcoming Technical and Social Barriers in Instrumental Analytical Chemistry Education**

Programme: Erasmus +  
Key action: Cooperation for innovation and the exchange of good practices  
Action: Capacity Building in Higher Education  
Acronym: NETCHEM  
Ref. No: 573885-EPP-1-2016-1-RS-EPPKA2-CBHE-JP





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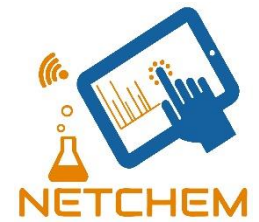


## TASK 1.1.

**Activity PREP 1.1. Analysis of EU partners  
Knowledge/skills/Practice in using  
OER/WARIAL**



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## TASK 1.1.

**Overview of the EU questionnaires**

**Outcome similar to RS, however things are shifted towards greater use of IT related OERs**

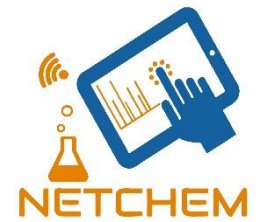


## EU Questionnaires responses

	UPMC	GRE	BUT
Analyst	12	7	0
Student	9	12	4
Teacher	3	8	8
Heads HEI	3	2	5
Heads Labs	2	3	2
Distributors	2	2	3



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## TASK 1.1.

**Teachers – more familiar with LMS, Web Conferencing, Remote Control Desktop, Stats**

**High average in most cases**



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## TASK 1.1.

**Teachers – use of OER is high or average**

**Below average is webinar and web conference**



## TASK 1.1.

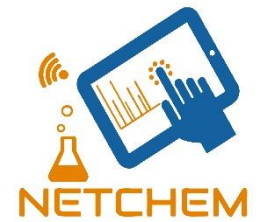
**Teachers – good spread of use of OER**

**Mostly during self prep and additional information slightly less but equally important as during lectures, test preparation and obligatory literature**





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## **TASK 1.1.**

**Teachers – good spread of use of OER**

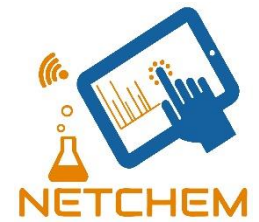
**All agree that OERs are important**

**But they do not collaborate when preparing OERs**

**No full course as OER but rather lectures or part of the course**



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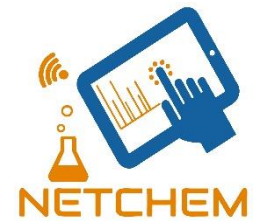
## TASK 1.1.

**Teachers – development of OER**

**Lack of time biggest treat!**



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## TASK 1.1.

### Teachers

**Moodle – almost all**

**Interactive theoretical classes – 33%**

**Online – offline functioning of instrument – 66%**

**Software for simulation during classes – 30%**

**Web conference – 80%**



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## TASK 1.1.

### Teachers - WARIAL

**Almost all of them didn't use WARIAL**

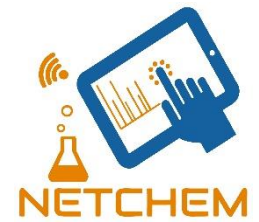
**40% would like to try to use it**

**60% would like to adjust teaching time in order to use 30% would not do that**

**60% of them are involved with lab classes**



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## TASK 1.1.

### Students

**Male/female – 50:50%**

**PhD students – 80%**



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## TASK 1.1.

**Students**

**Office - excellent**

**Database - average**

**Webconf – remote desktop – none to average**

**LMS – undeveloped - average**



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## TASK 1.1.

**Students**

**66% do not use IT classrooms**

**Almost all have access to IT in libraries**



## TASK 1.1.

### Students

#### They use:

**Often – papers, printed docs, e-books, databases**

**Occasionally – pictures/movies, simulations, webinars, forums, chats,**

**Never/occasionally – webinars**





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## TASK 1.1.

**Students use of OER**

**Adequate**

**They see benefit of OER**

**And all of them stated that they have been directed to OER during their studies**



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## TASK 1.1.

**Students use of OER (credibility)**

**25% do not consider it**

**75% always use reliable sources**



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## TASK 1.1.

### Students

**Moodle – 100%**

**Interactive theoretical classes – 60%**

**Online – offline functioning of instrument – 80%**

**Software for simulation during classes – 60%**

**Web conference – 35%**



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## TASK 1.1.

**Students - WARIAL**

**Almost all of them didn't use WARIAL**  
**Almost all of them would like to try it**



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## TASK 1.1.

**University of Greenwich story**

**As it is told**