AgriCOM LOGO.tif



**REPORT OF COURSE**

**AGRICULTURAL POLICY OF EUROPEAN UNION 2021**

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| **Project acronym** | AgriCOM |
| **Project full title** | Agricultural Policy of European Union and its influence on competitiveness of agri-food products of Serbia |
| **Project number** | 620128-EPP-1-2020-1-RS-EPPJMO-MODULE |
| **Funding scheme** | Erasmus+ Jean Monnet Module |
| **Project start date** | 29/09/2020 |
| **Project duration** | 3 years |

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| **TITLE OF DOCUMENT** | **REPORT OF COURSE**  **AGRICULTURAL POLICY OF EUROPEAN UNION 2021** |
| **Work package** | WP2 IMPLEMENTATION ACTIVITIES |
| **Deliverable** | Report on implemented courses on two locations – Subotica and Novi Sad |
| **Responsible Team members** | Stanislav Zekić, Žana Jurjević, Danilo Đokić and Bojan Matkovski |
| **Due date** | 30/09/2021 |
| **File name** | AgriCOM\_Report\_APEU\_2021 |
| **Number of pages** | 22 |
| **Dissemination level** | Internal |

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| **Abstract** | The “Report on implemented courses on two locations – Subotica and Novi Sad” is a deliverable within WP2 entitled “Implementation activities” of the AgriCOM. This report outlines the realisation of the APEU course during summer semester in school 2020/2021 year. The course is realised for 41 students and the majority of students evaluated course with grades 4.31 and 4.23 for teacher and teaching assistant works, respectively. |

***VERSIONING AND CONTRIBUTION HISTORY***

|  |  |  |  |
| --- | --- | --- | --- |
| **Version** | **Date** | **Description** | **Responsible members** |
| 1.0 | 10/09/2021 | Draft | Stanislav Zekić, Danilo Đokić and Bojan Matkovski |
| 1.1 | 30/09/2021 | Final | Stanislav Zekić, Danilo Đokić and Bojan Matkovski |

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# LIST OF ACRONYMS

EU European Union

AgriCOM Agricultural Policy of European Union and its influence on competitiveness of agri-food products of Serbia

WP Work package

APEU Agricultural Policy of European Union

# INTRODUCTION

Course Agricultural Policy of European Union has been realised on third year of bachelor studies as an optional course on Faculty of Economics, University of Novi Sad. As the main objective of the project is to disseminate knowledge about the EU and its policies, with an emphasis on EU agricultural and rural policies, the stated objective is realized through curricula innovation in the existing course APEU. Curricula innovation on the APEU course, according to AgriCOM project proposal, means 4 innovated lessons: Agriculture and economy development of EU countries; Development and objectives of Common Agricultural Policy of EU; New reforms of Common Agricultural Policy of EU and implications on Serbia; Rural development policy of EU.

According to decisions of Faculty, classes in summer semester in 2020/2021 school year were organized online because of COVID-19 pandemic. Online classes (lectures and tutorials) were held through the ZOOM platform. During the course, students could download all the materials (books, presentations, case studies) via the Moodle platform. The total number of students on course were 41.

The pass rate of students in the course Agricultural Policy of the EU can generally be assessed as satisfactory. Namely, out of the total number of students, 97.3% of students passed (only one student has not passed the exam so far), and the average grade on the final exam is 8.31. Most of the students successfully completed the pre-exam obligations during the semester. The evaluation of the teacher's work showed that the students are satisfied with the work of the professor and the teaching assistant. Namely, the teacher's work was evaluated with high average grades, both in lectures and tutorials.

The structure of the deliverable is as follows: Chapter 2 explains course and curiculla; Chapter 3 explains the realisation of course; Chapter 4 explains the evaluation of students work on course; Chapter 5 evaluates teachers work, while Annexes outlines the main indicators and proofs on work on this deliverable.

# DESCRIPTION OF COURSE AND CURICULLA

As Serbia is in the process of integration to the EU, it is very valuable to equip students and young professionals with knowledge of European policies and values which are relevant for their academic and professional life. Bearing in mind the specific importance of agriculture and the rural economy in the Serbian economy, as well as fact this sector is lagging behind in the competitiveness on the international market in comparison to EU, the problems in the field of agriculture and rural development policy are very interesting. In that context, promoting innovation in teaching and research of EU agricultural and rural policy, as well as its impact on the competitiveness of Serbia's agri-food sector, is the main purpose of AgriCOM project and the main objective of course APEU. Namely, these subjects should become a part of curricula at study program Economics at Faculty of Economics. One of that subjects is course Agricultural Policy of European Union.

The **main objective** of the project is to disseminate knowledge about the EU and its policies, with an emphasis on EU agricultural and rural policies. The stated objective is realized through: curricula innovation in the existing course APEU which is optional course on third year of bachelor studies on Faculty of Economics, University of Novi Sad. Curricula innovation on the APEU course, according to AgriCOM project proposal, means 4 innovated lessons:

* **Agriculture and economy development of EU countries**

*Within this lecture, major emphasis will be placed on the place and role of agriculture in the development of the European Union and its Common Agricultural Policy. The economic relevance of agriculture, i.e. its importance in employment of the population, and its importance in gross domestic product, foreign trade and total investments will be considered. Also, within this subject, the specificities of agriculture that dominantly influence its economic development, as well as the agricultural production performance itself - tendencies in agricultural production, as well as in partial agricultural productivity, will be considered.*

*Particular emphasis will be placed on the role of science and technological progress, and the development of an alternative form of agriculture, organic farming, which is gaining increasing importance in the EU. The environmental impact of agriculture will also be taken into account. As the many sources of pollution coming from agriculture, there is increasing need for EU countries to envisage agro-environmental policies within the agricultural policy.*

*During the lecture hours students will be taught in accordance with the presented curricula, and the tutorials hours will provide better understanding of the practical cases of various EU countries, and present results of student research work, case studies, etc.*

*Methods that will be used on lecture hours are: lecturing, presentation of essays and classroom discussion. Also, self-learning and library research on topics or problems will be encouraged throughout entire semester.*

*Methods that will be used on tutorial hours are: classroom discussion, case method (group analysis, brainstorming and creative ideas), debate on choose topics, problem solving or case studies, quizzes.*

* **Development and objectives of Common Agricultural Policy of EU**

*At the beginning of this lecture, students will be introduced to the basic factors that preceded the formation of the Common Agricultural Policy of EU. It then elaborates the emergence, basic goals and principles, as well as the initial support mechanism. All major reforms from the establishment to the latest reforms will be considered, with particular reference to rural development policy. In this lecture, an existing model of European agricultural policy will be presented, as well as perspectives in the future.*

*Particular emphasis will be placed on the transformation of the support system for European farmers, as the priorities of the support system are changed. The implications of agricultural policy on the EU agricultural sector will be viewed through structural, price, production, income and environmental effects. Particular attention will be given to the issue of EU enlargement with Central and Eastern European countries, and the effects of enlargement on agriculture in these countries and on the Common Agricultural Policy.*

*During the lecture hours students will be taught in accordance with the presented curricula, and the tutorials hours will provide better understanding of the practical cases of various EU countries, and present results of student research work, case studies, etc.*

*Methods that will be used on lecture hours are: lecturing, presentation of essays and classroom discussion. Also, self-learning and library research on topics or problems will be encouraged throughout entire semester.*

*Methods that will be used on tutorial hours are: classroom discussion, case method (group analysis, brainstorming and creative ideas), debate on choose topics, problem solving or case studies, quizzes.*

* **New reforms of Common Agricultural Policy of EU and implications on Serbia**

*Within this lecture, major emphasis will be placed on the new reforms of Common Agricultural Policy of EU and its potential impact on agri-food sector of Serbia. At the beginning, a short history of agricultural policy of EU and Serbia will be considered. Then, the new objectives, principles and mechanisms of Common Agricultural Policy of EU, as well as their potential impact on production and environmental performances of agriculture, will be analysed. Particular emphasis will be placed on challenges of the Serbian EU accession process and its implications on agricultural policy. The implications of Serbian integration process on agricultural sector will be viewed through structural, price, production, income and environmental effects. Special attention will be paid to the sustainable development of agriculture in EU and Serbia.*

*During the lecture hours students will be taught in accordance with the presented curricula, and the tutorials hours will provide better understanding of the practical cases of various EU countries, and present results of student research work, case studies, etc.*

*Methods that will be used on lecture hours are: lecturing, presentation of essays and classroom discussion. Also, self-learning and library research on topics or problems will be encouraged throughout entire semester.*

*Methods that will be used on tutorial hours are: classroom discussion, case method (group analysis, brainstorming and creative ideas), debate on choose topics, problem solving or case studies, quizzes.*

* **Rural development policy of EU**

*Within this lecture, major emphasis will be placed on economic and political determinants of the rural development process, with an emphasis on formulating an integrated Rural Development Policy of EU, all in accordance with the principles of sustainable development. The characteristics of rural areas of the EU will be considered as well as the importance of agriculture to the rural economy. Particular emphasis will be placed on diversification of activities in rural areas, that is, on the model of multifunctional agriculture in the EU. Within this lecture, the institutional framework and strategic planning for rural development, as well as Rural Development Policy of EU will be considered. This policy will be analyzed through all reforms of the Common Agricultural Policy of EU, with emphasis on rural development support measures as well as beneficiaries' access to rural development support funds. Particular attention will be given to Rural Development Policy towards candidate countries as well as pre-accession funds to finance rural development measures.*

*During the lecture hours students will be taught in accordance with the presented curricula, and the tutorials hours will provide better understanding of the practical cases of various EU countries, and present results of student research work, case studies, etc.*

*Methods that will be used on lecture hours are: lecturing, presentation of essays and classroom discussion. Also, self-learning and library research on topics or problems will be encouraged throughout entire semester.*

*Methods that will be used on tutorial hours are: classroom discussion, case method (group analysis, brainstorming and creative ideas), debate on choose topics, problem solving or case studies, quizzes.*

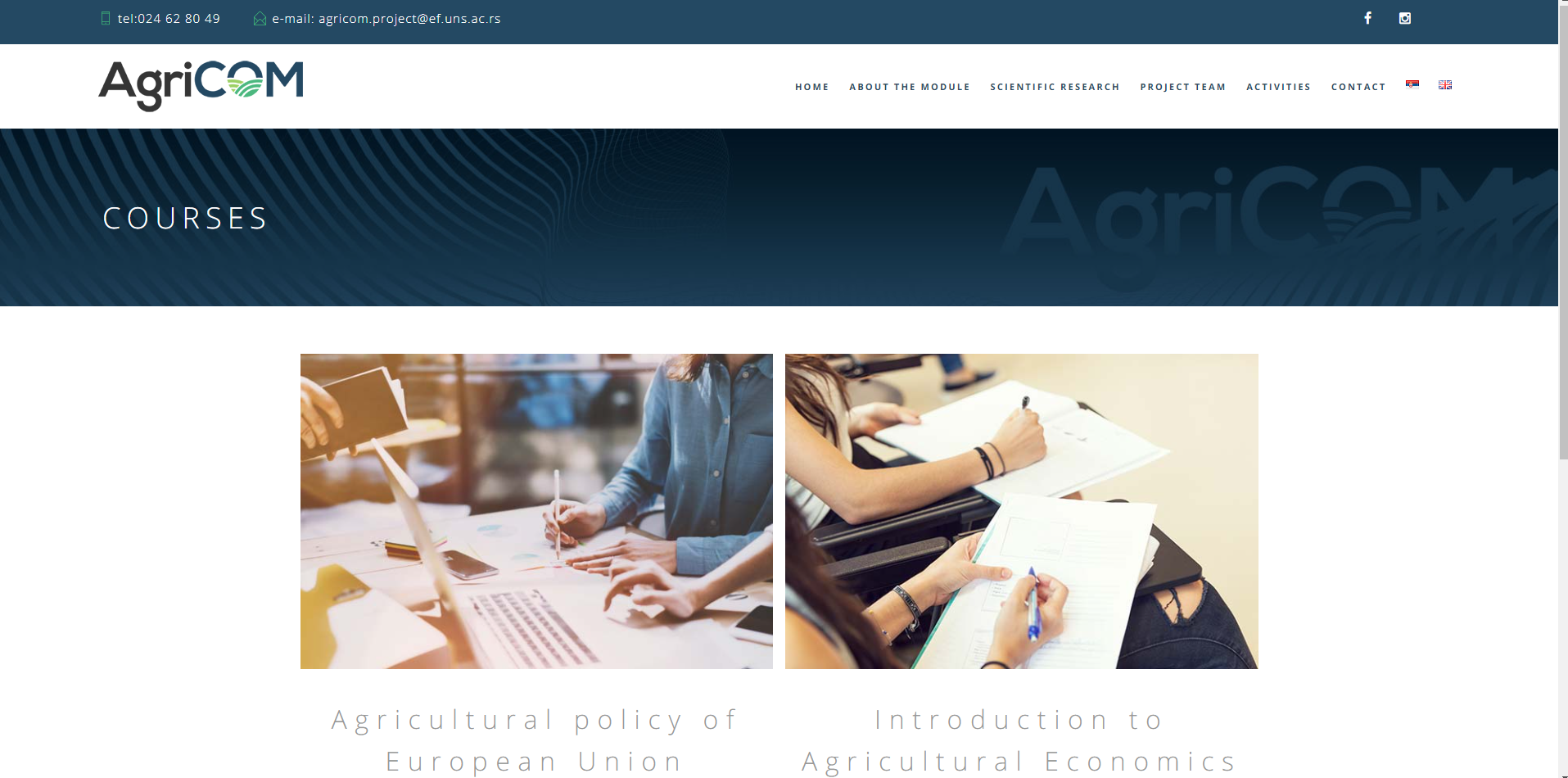
The **main impacts** of course APEU are:

* Knowledge acquisition about the basic tendencies in the development of EU agriculture and its changes in line with higher levels of economic development induced by technical progress, but also by more efficient use of inputs.
* Students will gain insight into the objectives, principles, mechanisms and implications of the EU Common Agricultural Policy, so they should gain a basic understanding of the functioning of the EU agri-food system. Students will be able to understand the process of transformation of European agriculture, from the production, economic and environmental aspects, which will create the basis for easier follow-up of the presented material.
* Students will gain insight into the new objectives, principles and mechanisms of Common Agricultural Policy of EU. Also, they should gain a basic understanding of the implication of new CAP reforms on Serbian agri-food sector. Students will be able to understand the impact this policy has had on EU agriculture, i.e. how the Common Agricultural Policy has transformed European agriculture and the rural economy in general.
* Acquiring knowledge in the field of economics and policy of rural development and training students for expert economic analysis of the characteristics of the development process, and creation of measures and instruments of integral policy of optimal rural development. Students will be able to identify the gap between the new reform solutions in Common Agricultural Policy with Serbia's current agricultural policy, which will allow them to identify the implications this policy has on Serbia's agri-food sector.

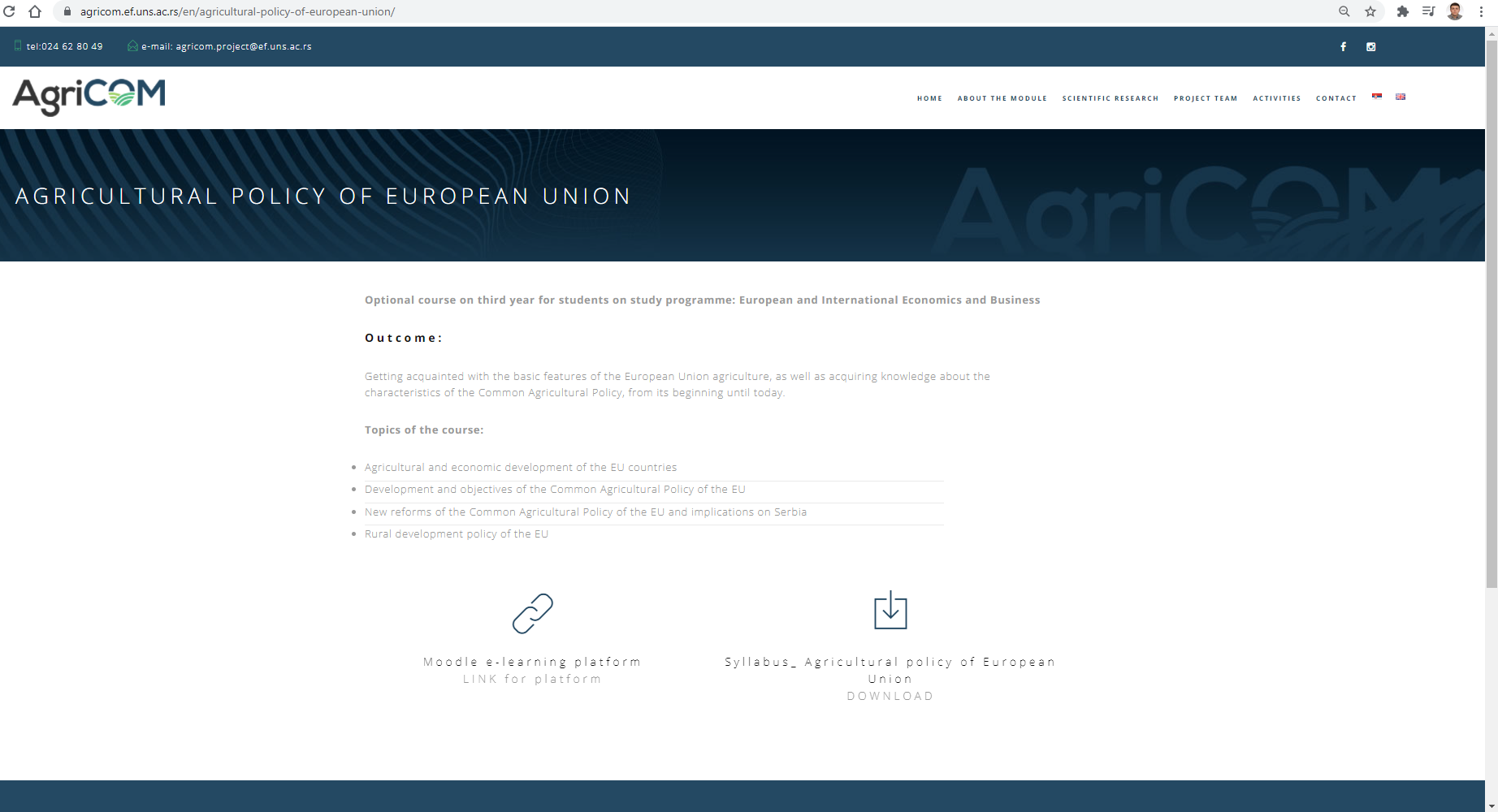
The **APEU course** is presented to students on official webpage of project ([https://agricom.ef.uns.ac.rs](https://agricom.ef.uns.ac.rs/)), which is linked through official website of the Faculty of Economics (<http://www.ef.uns.ac.rs/ofakultetu/projekti.php>) (Pictures 1 and 2).

Syllabus of the APEI course is created by Stanislav Zekić, Žana Jurjević, Danilo Đokić and Bojan Matkovski. Syllabus of course is also presented on webpage of the project and webpage of APEU course - (Syllabuses on English and Serbian language can be found in Annex A1 and Annex A2).

Picture 1. AgriCOM webpage of courses



Picture 2. AgriCOM webpage of APEU course

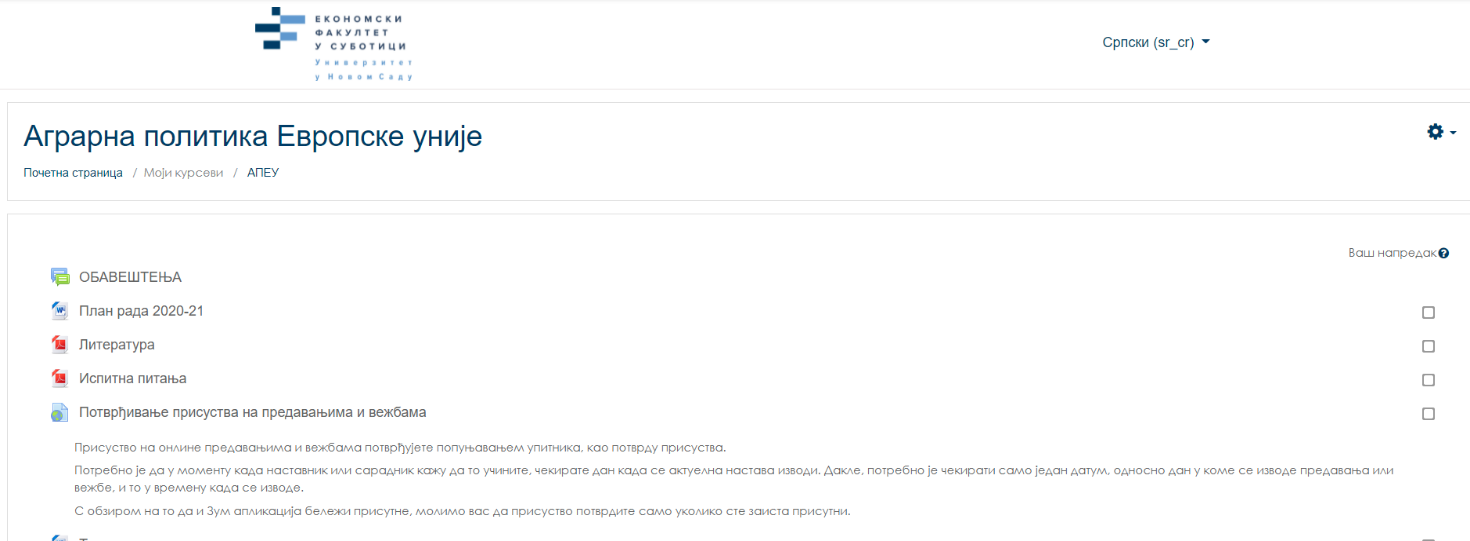


# REALISATION OF COURSE

## Platforms for course realisation

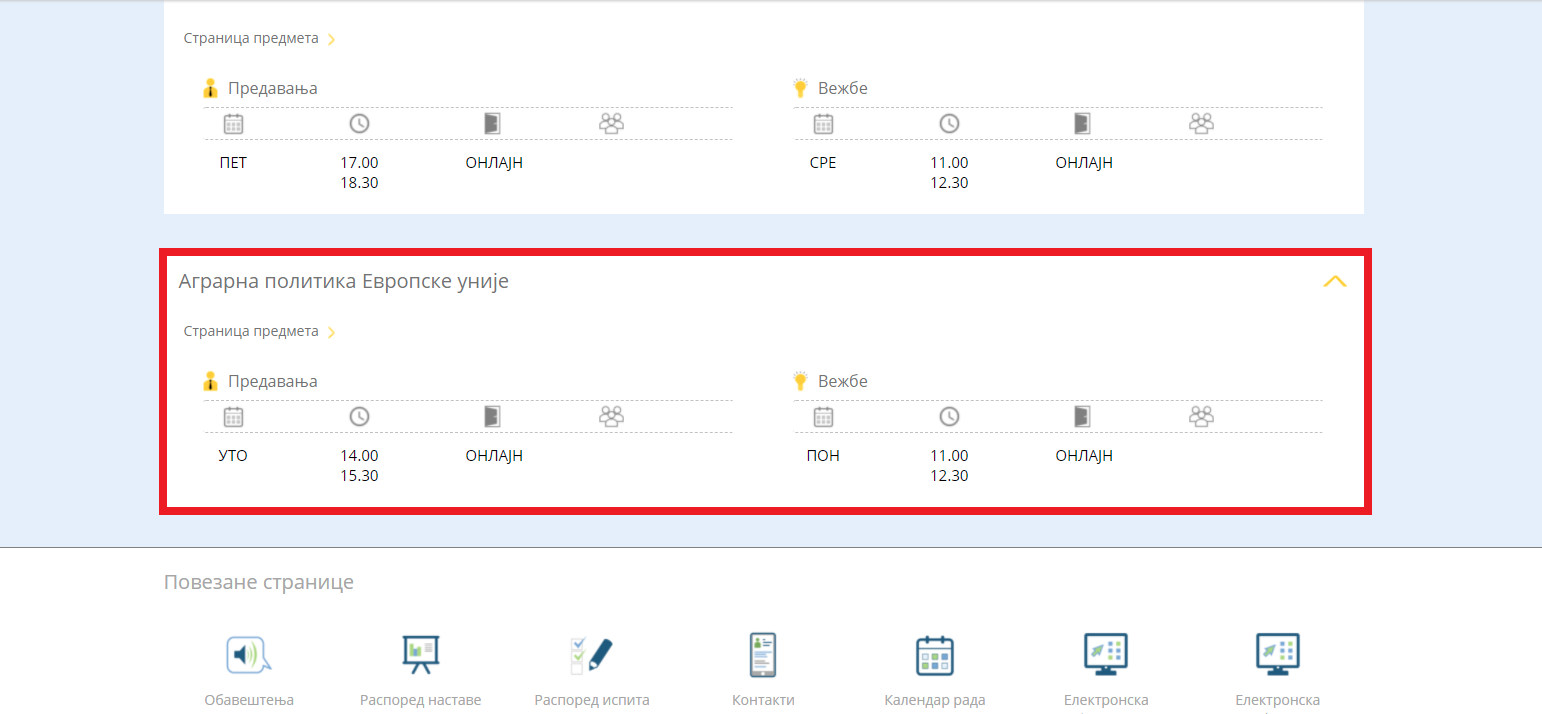
Agricultural Policy of European Union course at the Faculty of Economics has been in the Faculty's curricula since the 2005/06 school year, and it was held at two locations (Subotica and Novi Sad). Unfortunately, by the decision of the faculty management this year (2020/21 school year, the course was held online due to the situation caused by the COVID-19 (Faculty decisions can be found in [Annex B1](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20B1.pdf) and [Annex B2](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20B2.pdf)). Online classes (lectures and tutorials) were held through the ZOOM platform. During the course, students could download all the materials (books, presentations, case studies) via the Moodle platform (Picture 3). Moodle User Manual were provided to students at the beginning of the course ([Annex C](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Moodle%20user%20manual.pdf)). Also, through this platform, students did tests, received notifications, and communicated with lecturers.

Picture 3. The course interface on the Moodle



During the course, lectures were held on Tuesdays from 14:00 to 15:30, while tutorials were held on Monday from 11:00 to 12:30 (Picture 4).

Picture 4. Official teaching schedule of the Faculty of Economics in Subotica



## Realisation of lecture hours

This course covered the following lectures:

* Agriculture and economy development of EU countries
* Development and objectives of Common Agricultural Policy of EU
* New reforms of Common Agricultural Policy of EU and implications on Serbia
* Rural development policy of EU

*Agriculture and economy development of EU countries* - Within this lecture, major emphasis was on the role of agriculture in the development of the European Union and its Common Agricultural Policy. Also, the role of science and technological progress, and the development of an alternative form of agriculture, organic farming was analysed, as well as, the environmental impact of agriculture.

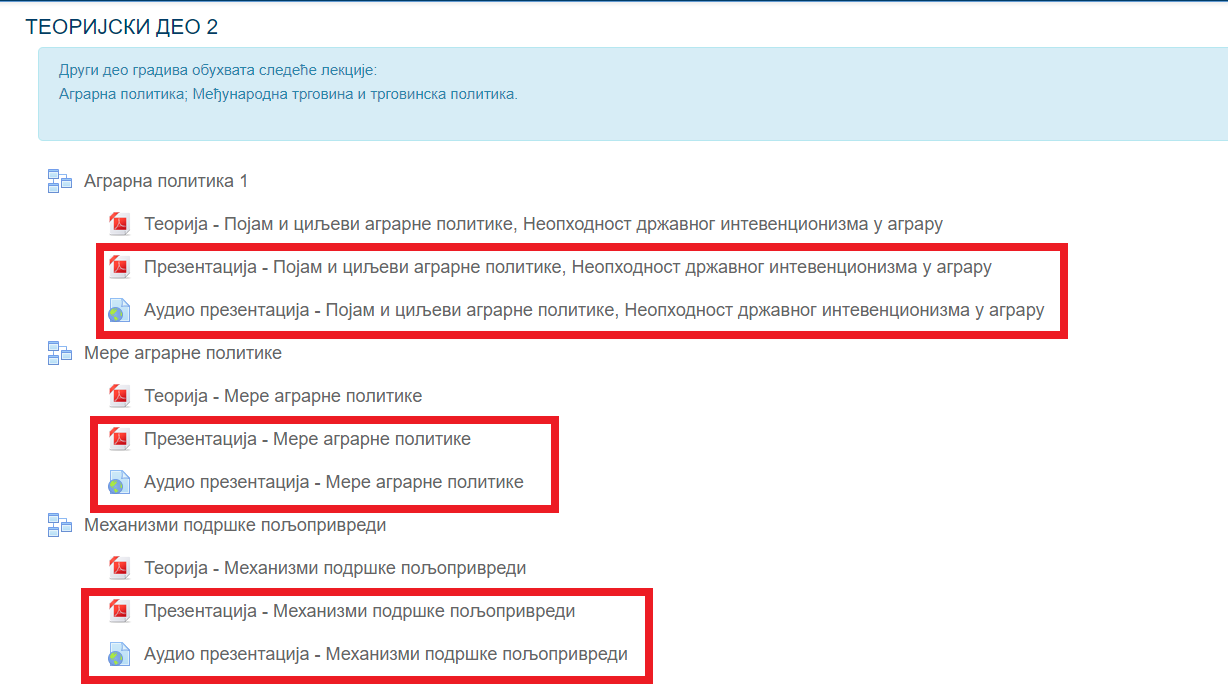
*Development and objectives of Common Agricultural Policy of EU* - Within this lecture, students were introduced to the basic factors that preceded the formation of the Common Agricultural Policy of EU. Also, an existing model of European agricultural policy has been presented (basic goals and principles, support mechanism) as well as perspectives in the future.

*New reforms of Common Agricultural Policy of EU and implications on Serbia* - Within this lecture, major emphasis was on potential impact of the new reforms of Common Agricultural Policy of EU on agri-food sector of Serbia. In introduction, a short history of agricultural policy of EU and Serbia was considered. Then, the new objectives, principles and mechanisms of Common Agricultural Policy of EU, as well as their potential impact on production and environmental performances of agriculture, was analysed. Particular emphasis was on challenges of the Serbian EU accession process and its implications on agricultural policy.

*Rural development policy of EU* - Within this lecture, major emphasis was on economic and political determinants of the rural development process. The characteristics of rural areas of the EU was considered as well as the importance of agriculture to the rural economy.

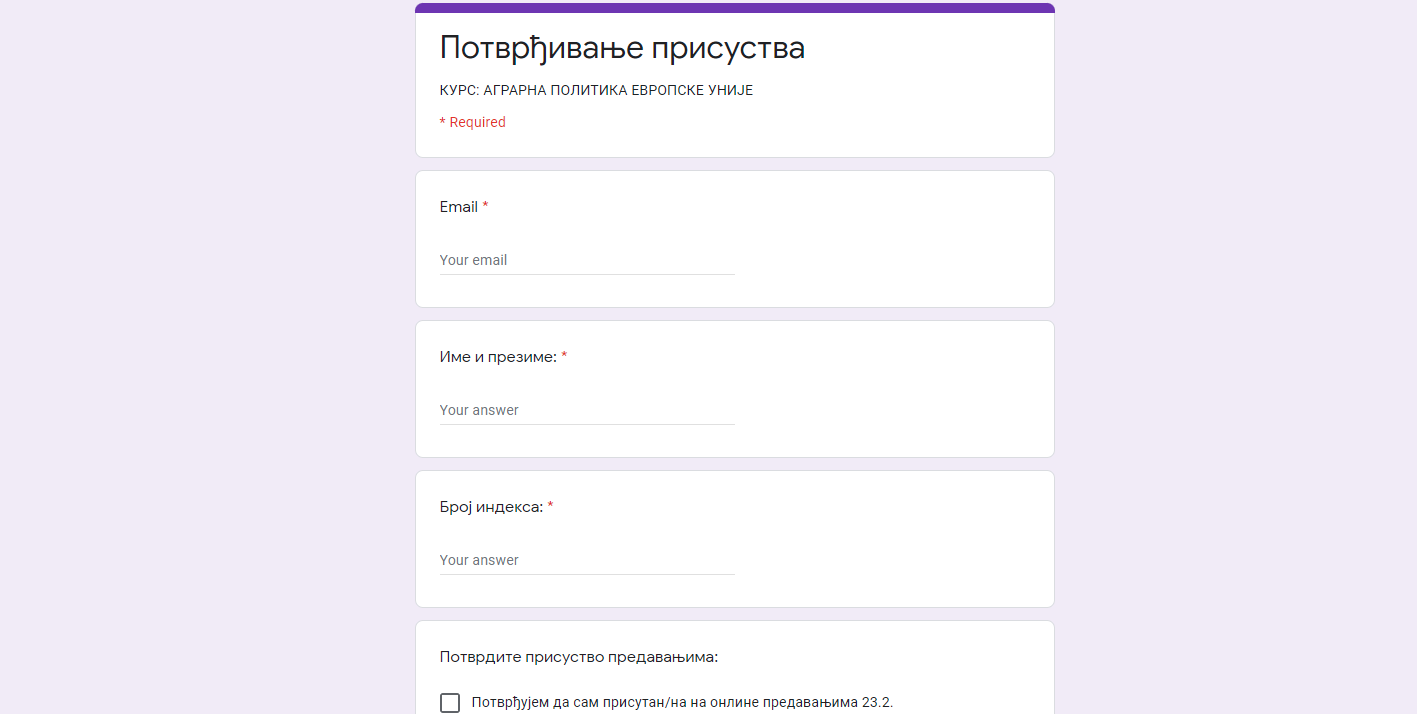
Presentations (audio and textual) have been prepared for each lecture ([Annex D](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20D-Presentations)). They are available on Moodle (Picture 5). Methods that was used on lecture hours are: lecturing, presentation of essays and classroom discussion. Also, self-learning and library research on topics or problems was encouraged throughout entire semester.

Picture 5. Course presentations



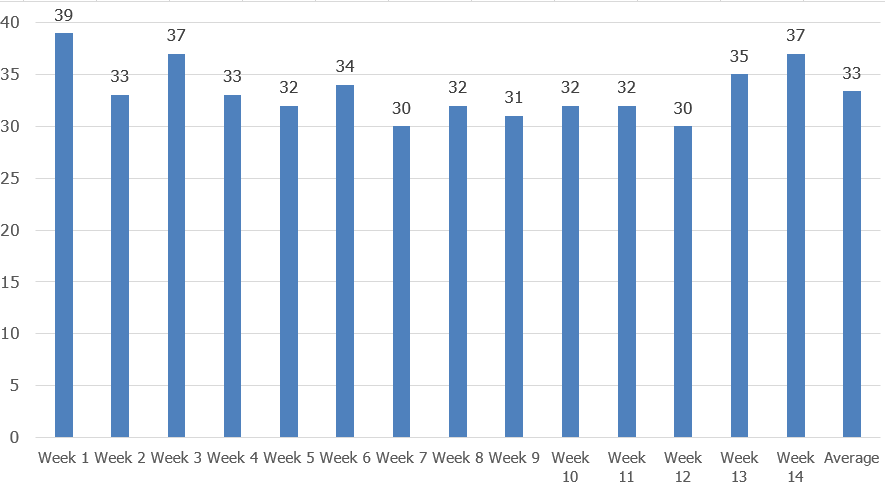
Since the classes were held online via the Zoom platform, screenshots of lectures are available in the [Annex E](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20E-Screenshots%20lectures.docx). Also, students were required to register for the lecture via a Google Forms (Example is presented in Picture 6).

Picture 6. Google Forms for attendance at lectures



The total number of registered students is 41. Attendance at lectures is shown in Figure 1. The list of students who attended the lectures can be found in [Annex F](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20F-Attendance%20at%20lectures.xlsx).

Figure 1. Number of students per lecture



## Realisation of tutorial hours

Similar to lectures, tutorials covered four thematic areas:

* Agriculture and economy development of EU countries
* Development and objectives of Common Agricultural Policy of EU
* New reforms of Common Agricultural Policy of EU and implications on Serbia
* Rural development policy of EU

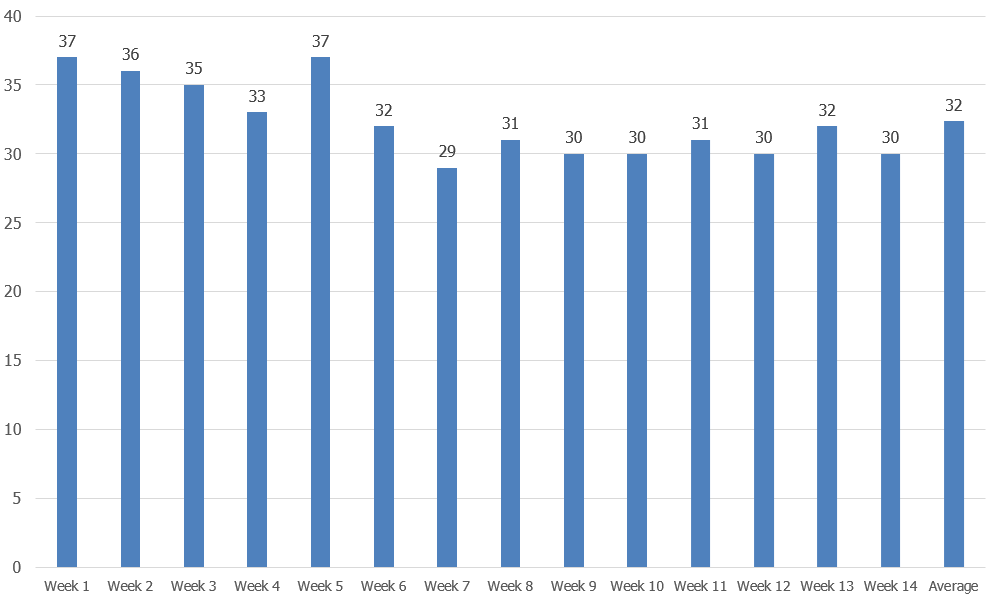
The tutorials hours provide better understanding of the practical cases of various EU countries, and present results of student research work. After each tutorial, students did a quiz to test their knowledge.

Students prepared presentations and discussions in following subjects (presentations are available in the [Annex G](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20G-%20Practical%20presentation%20.zip)):

1. History of the EU
2. History of the CAP
3. Evolution of the objectives of the CAP
4. The CAP and environmental protection
5. The CAP in practice
6. The future of the CAP
7. Economic relevance of agriculture in the European Union
8. Agricultural production in the EU
9. Food security of the EU
10. Sustainable agriculture in the EU
11. Ecological performance of European Union agriculture
12. Organic food production in the EU
13. EU rural development policy
14. Agricultural production in Serbia
15. Agricultural policy of Serbia in European integration process
16. EU pre-accession assistance for rural development (IPARD)
17. Economic relevance of agriculture in the Western Balkans
18. Developmental performance of agriculture in the Western Balkans
19. Ecological performance of Western Balkan agriculture

Same as in the case of lectures, the students were required to register for the tutorials via a Google Forms Attendance at tutorials is shown in Figure 2. The list of students who attended the tutorials can be found in [Annex H1](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20H1-Attendance%20at%20tutorials%20.xlsx) and screenshots of tutorials are available in the [Annex H2](https://efunsrs-my.sharepoint.com/personal/bojan_matkovski_ef_uns_ac_rs/Documents/.ŽM%20REALIZACIJA/.WP/WP2%20APEU/M2%20REPORT%202021/AgriCom%20Report%20V3%20Stanislav%20Bojan/Annex%20H2%20-Screenshot%20tutorials.docx).

Figure 2. Number of students per tutorial



# 

# EVALUATION OF STUDENTS WORK ON COURSE

Evaluation of student work on the subject of APEU continuous student work during the semester. Students have different types of pre-examination activity, which can be seen from the following table. Also, an oral exam is planned, which students take in the exam terms.

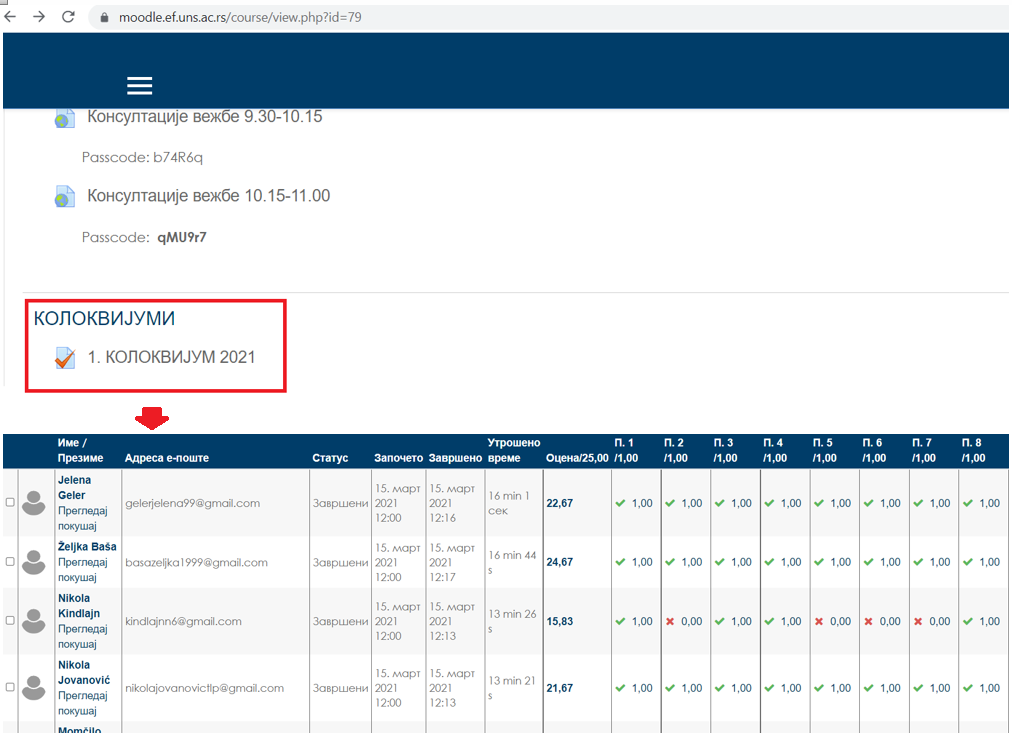
Table 1. Structure of points in the course APEU

|  |  |  |
| --- | --- | --- |
| **Activities during the semester and oral exam** | | **Number of points** |
| Pre-examination obligations | Activities in lectures and tutorials | 5 |
| Preparation and presentation of a seminar paper | 15 |
| The first colloquium | 25 |
| The second colloquium | 25 |
| Oral exam | | 30 |
| **Total** | | **100** |

As can be seen in Table 1, pre-examination obligations can make a maximum of 70 points, and the other 30 points are obtained on the oral exam. Activities in the classes of lectures and exercises refer to both attendance at classes and engagement during the class. Preparation and presentation of a seminar paper is mandatory, and the number of points that can be obtained from this type of pre-examination obligation can be from 1-15, depending on the quality of preparation and presentation of the seminar paper. The first and second colloquium refers to parts of the material and it is necessary to achieve 14 points for a passing grade. Students who have not passed any of the colloquia, take that part of the material in the oral exam. All students take the oral exam within the prescribed six exam deadlines.

Course APE in the school year 2020/21, a total of 41 students were introduced. Out of that number, 38 students did (mostly in full) pre-examination obligations, which refer to attending classes, writing a seminar paper and taking a colloquium, while 3 students did not fulfill any pre-examination obligations.

Picture 7. Results of the first colloquium



Picture 7 shows the results of the first colloquium, i.e. the presentation of the results of the colloquium held on March 15, 2021 on the Moodle platform. The colloquium was held electronically in the Faculty premises. Students solved the test according to the system of multiple choice, and the results were immediately visible. The second colloquium was held in the same way. Most of the students passed both colloquia, and all they had to do was take the oral exam. This can be seen in Table 2.

Table 2. Realization of pre-examination obligations of students of the course APEU

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Surname and name** | **Act.** | **Seminar paper (points)** | **К-1 (points)** | **К-1 (exam)** | **К-2 (points)** | **К-2 (exam)** | **Pre-examination points** |
| 1 | Asanović Aleksandar | 0 | 0 |  |  |  |  |  |
| 2 | Baša Želјka | 2 | 13 | 24.67 | ***10*** | 22.75 | ***10*** | 62 |
| 3 | Bogdanović Vukašin | 0 | 9 | 13.83 | ***6*** | 12.50 | ***6*** | 35 |
| 4 | Veselinov Jovan | 1 | 10 | 18.67 | ***8*** | 16.42 | ***7*** | 46 |
| 5 | Vujasin Momčilo | 1 | 10 | 16.83 | ***7*** | 14.67 | ***7*** | 43 |
| 6 | Geler Jelena | 3 | 13 | 22.67 | ***10*** | 22.33 | ***10*** | 61 |
| 7 | Golubović Mihajlo | 0 | 0 |  |  |  |  |  |
| 8 | Damjanović Mina | 1 | 13 | 22.00 | ***9*** |  |  | 36 |
| 9 | Diklić Momčilo | 0 | 15 | 19.00 | ***8*** | 20.17 | ***9*** | 54 |
| 10 | Zagorac Dragana | 0 | 0 |  |  |  |  |  |
| 11 | Jovanović Nikola | 0 | 0 | 21.67 | ***9*** | 17.67 | ***8*** | 39 |
| 12 | Kindlajn Nikola | 0 | 4 | 15.83 | ***7*** | 18.25 | ***8*** | 38 |
| 13 | Klisara Milica | 1 | 13 | 22.00 | ***9*** | 19.50 | ***9*** | 56 |
| 14 | Knežević Bojana | 3 | 15 | 22.17 | ***10*** | 21.33 | ***9*** | 62 |
| 15 | Kričković Danijela | 0 | 9 |  |  |  |  | 9 |
| 16 | Kukić Jasmina | 0 | 4 | 18.67 | ***8*** | 20.00 | ***9*** | 43 |
| 17 | Lončar Bojana | 0 | 9 | 20.67 | ***9*** | 16.58 | ***7*** | 46 |
| 18 | Martić Milica | 3 | 13 | 24.00 | ***10*** | 22.75 | ***10*** | 63 |
| 19 | Milovanović Jovana | 0 | 3 | 20.33 | ***9*** |  |  | 23 |
| 20 | Milošević Nedelјko | 3 | 10 | 21.83 | ***9*** | 21.83 | ***9*** | 57 |
| 21 | Nagl Klara | 0 | 4 | 14 | ***6*** | 14.67 | ***7*** | 33 |
| 22 | Ostojin Jelena | 1 | 4 | 19.17 | ***9*** | 18.83 | ***8*** | 43 |
| 23 | Papić Nađa | 2 | 13 | 17.33 | ***8*** |  |  | 32 |
| 24 | Pejčić Jovica | 0 | 10 | 19.5 | ***9*** |  |  | 30 |
| 25 | Perlaki Andrea | 3 | 13 | 20.5 | ***9*** | 24.75 | ***10*** | 61 |
| 26 | Petrović Radica | 4 | 15 | 23 | ***10*** | 20.17 | ***9*** | 62 |
| 27 | Pićan Milka | 4 | 14 | 22 | ***9*** | 17.75 | ***8*** | 58 |
| 28 | Pušić Jelena | 0 | 4 | 16.17 | ***7*** | 12.5 | ***6*** | 33 |
| 29 | Stankov Ivan | 0 | 4 |  |  | 13.83 | ***6*** | 18 |
| 30 | Stanojević Zorana | 0 | 0 | 21.5 | ***9*** | 12.67 | ***6*** | 34 |
| 31 | Stević Ivona | 0 | 15 | 19.67 | ***9*** | 17.5 | ***8*** | 52 |
| 32 | Stojanović Boris | 3 | 0 | 21.17 | ***9*** | 16.75 | ***7*** | 41 |
| 33 | Stojković Anja | 2 | 13 | 23.67 | ***10*** | 24.75 | ***10*** | 63 |
| 34 | Totan Maria | 5 | 13 | 24 | ***10*** | 19.5 | ***9*** | 62 |
| 35 | Kovačić Irina | 1 | 15 | 19.25 | ***8*** | 20.25 | ***9*** | 56 |
| 36 | Lončarević Katarina | 5 | 15 | 21.17 | ***9*** | 23.08 | ***10*** | 64 |
| 37 | Domić Ivana | 0 | 0 | 17.50 | ***8*** | 17.08 | ***8*** | 35 |
| 38 | Radumilo Anđela | 0 | 10 | 17.67 | ***8*** |  |  | 28 |
| 39 | Ružić Aleksandra | 0 | 15 | 19.17 | ***9*** |  |  | 34 |
| 40 | Tepić Aleksandra | 5 | 15 | 21.33 | ***9*** | 20.17 | ***9*** | 62 |
| 41 | Černak Dominika | 1 | 8 | 17.50 | ***8*** | 14.17 | ***7*** | 41 |

The oral exam has so far been held in five exam terms. A total of 37 students took the exam, and 36 students passed. The average grade of students is 8.31, while the structure according to the obtained grade can be seen in Figure 3.

Figure 3. Structure of grades in the final exam on the course APEU

The largest number of students who passed the exam received a grade of 10 (33.3%) and 7 (33.3%), and the least number of students received a grade of 6 (8.3%). The largest number of students passed the exam in the June and July exam term, 13 and 12 students, respectively. The percentage of passing the exam deadlines is different and ranges from 85.7% in the July exam term to only 25% in the August exam period, when the smallest number of students took the exam. In all five exam deadlines, there were a total of 14 failed exams, and students applied 31 times and did not appear for the exam.

# EVALUATION OF TEACHERS WORK

At the end of the semester, an evaluation of teachers' work is performed in each teaching discipline. Thus, students evaluated the work of teachers' work of the course APEU. Figure 4 shows the teacher's grade by the student, and it can be seen that the average teacher's grade on a scale of 1-5 is very high and is 4.31. The work of the teaching-assistant was evaluated in the same way, so the average grade here is high - 4.23.

Figure 4. Evaluation of professor’s work

Figure 5. Evaluation of teaching-assistet’s work

# ANNEXES

**[Annex A1 – Syllabus of APEU course English language](Annexes/Annex%20A1%20Syllabys%20APEU-eng.pdf)**

**[Annex A2 – Syllabus of APEU course Serbian language](Annexes/Annex%20A2%20Syllabys%20APEU-srb.pdf)**

**[Annex B1 – Faculty decision of online classes 1](Annexes/Annex%20B1.pdf)**

**[Annex B2 - Faculty decision of online classes 1](Annexes/Annex%20B2.pdf)**

**[Annex C – User manual for Moodle platform](Annexes/Annex%20C-Moodle%20user%20manual.pdf)**

**[Annex D – Course presentations](Annexes/Annex%20D-Presentations)**

**[Annex E – Zoom screenshots](Annexes/Annex%20E-Screenshots%20lectures.docx)**

**[Annex F – The list of students who attended the lectures](Annexes/Annex%20F-Attendance%20at%20lectures.xlsx)**

**[Annex G – Students presentations](Annexes/Annex%20G-%20Practical%20presentation%20.zip)**

**[Annex H1 - The list of students who attended the tutorial classes](Annexes/Annex%20H1-Attendance%20at%20tutorials%20.xlsx)**

**[Annex H2 – Zoom screenshots of the tutorial classes](Annexes/Annex%20H2%20-Screenshot%20tutorials.docx)**