

## ***New Tools for the Integration of Transversal Skills in Modern Teaching Practice***

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Beneficiar: Universitatea din Craiova (RO), parteneri: Bifröst University (IS), Nesna University College (NO)

<http://proiecte.ucv.ro/transmod>

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# **ACTIVITY REPORT A3: QUESTIONNAIRE-BASED PRELIMINARY RESEARCH (Phase 2: Detection & Assessment of Actual Needs)**

**September 1 – October 31, 2014**

The questionnaire-based research included the following tasks:

1. Drawing up the questionnaire on transversal skills  
Involved members: M. Tilea, A. Tănăsie, O. Dușă, D. Dincă, M. Popescu, P. Murphy, J. Freyr Johannsson
2. Administration of the questionnaire on transversal skills  
Involved members: M. Tilea, A. Tănăsie, O. Dușă, D. Dincă, M. Popescu, P. Murphy, J. Freyr Johannsson
3. Collection of answers  
Involved members: M. Tilea, A. Tănăsie, O. Dușă, D. Dincă, M. Popescu, P. Murphy, J. Freyr Johannsson
4. Digitalisation of answers provided in hard copy and management of the online database  
Involved members: A. Mic
5. Interpretation of the provided answers  
Involved members: O. Dușă, C. Ionașcu

The research team proposed a detailed questionnaire on transversal skills. The purpose was to gain an accurate insight on how transversal skills are actually viewed and implemented in the three higher education institutions involved in the *TRANSMOD* project (the University of Craiova, Nesna University College and Bifröst University). The questionnaire included 32 questions, dealing with aspects such as the respondent's academic background, the respondent's background on transversal skills, the general and specific development of transversal skills and the assessment of such skills. The questionnaire was provided in English and Romanian, and was published using Google Forms. Answers to the questionnaire were provided both online and in hard copy (the hard copy answers were subsequently digitalized and input to Google Forms as well).

The answers to the questionnaire highlighted both convergences between the Romanian university and the Nordic universities – for instance, the development of critical and creative thinking is prioritized in all institutions; most teachers in all HEIs award a degree of autonomy of 31-60% to their students; the use of genuine examples in teaching is preferred in the three HEIs – as well as significant differences in teaching paradigms – a higher importance awarded to the development of academic content in Craiova; compulsory titles and bibliographies for projects, compulsory methods of analysis in Craiova, while such aspects are left at the students' choice in Bifröst and Nesna, etc.

All in all, the findings of the questionnaire helped to focus the project members' efforts towards the proposal of new tools for developing transversal skills in modern teaching practice. Moreover, the respondents appreciated that the questionnaire was useful because they found out more about a topic as important as transversal skills.