

**Faculty of Agriculture
Goce Delcev University - Stip**



**3rd INTERNATIONAL MEETING
AGRISCIENCE & PRACTICE
(ASP 2023)**

BOOK OF ABSTRACTS

19-20th April 2023

Stip, Republic of North Macedonia

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**3rd INTERNATIONAL MEETING AGRISCIENCE & PRACTICE
ASP 2023**

Organized by

**FACULTY OF AGRICULTURE
GOCE DELCEV UNIVERSITY - STIP, REPUBLIC OF NORTH MACEDONIA
19-20 April 2023, Stip, Republic of North Macedonia**

Faculty of Agriculture organizes the 3rd International Meeting Agriscience & Practice (ASP 2023), giving an opportunity to the participants for presentation and discussion of original scientific and practical results in different fields of agriculture.

The 3rd International Meeting Agriscience & Practice (ASP 2023) is organized with an intention to bring together all agricultural stakeholders for sharing their knowledge, experience and obstacles. One of the main aims is to link research and field work in agricultural sector in the country and broader, giving it an international dimension.

The main goal of the Meeting was to connect and promote scientific achievements and practical knowledge presented in different thematic areas.

The scientific and applicative presentations are conducted in sections: 1. Agricultural economics, 2. Plant biotechnology, 3. Plant production, 4. Plant protection, 5. Quality control and food safety, 6. Soil science and hydrology 7. Viticulture, enology and fruit production, with a possibility for oral or poster presentation. Nevertheless, the needs of the agricultural sector entail organization of panel discussions, where invited speakers and panelists have a possibility to share their experience with the Meeting participants.

Dear colleagues, let's again gather together in one place with one joint idea - to combine agricultural science and practice with a purpose to share information, knowledge, experiences and solutions to exceed the problems. The main objective of this Meeting is successful establishment of continuous and valid communication and collaboration among scientific, research and practical activities in agriculture sector in our country, neighboring countries and broader international level. We will achieve the main goal of the Meeting as well as our common objective only by virtue of synergic connections on which we have been working intensively in the past years.

Every science has its significance and value in the given social context, but agricultural production has a special place of vital significance.

“Only one who knows the way of food movement, from field to table, really respects it”.

With great joyfulness we thank you for active participation in the Meeting!

Prof. d-r Emilija Arsov

**Dean of Faculty of Agriculture
&
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**BOOK OF ABSTRACTS
PLENARY PRESENTATIONS**

CONSTRUCTIVE ALIGNMENT BETWEEN OBJECTIVES, TEACHING AND LEARNING ACTIVITIES, STUDENT COMPETENCIES AND ASSESSMENT METHODS IN HIGHER EDUCATION Slavča Hristov^{1*}, Dimitar Nakov², Jelena Miočinović¹

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Abstract

A high-quality learning process in higher education properly and constructively aligns essential elements: student workload, study programs and course objectives, learning outcomes, content, teaching and learning activities, assessment methods and acquisition of student competencies, which is known in the literature as constructive alignment (CA). In essence, CA is bringing into alignment the predetermined competencies, the learning and teaching activities, and the assessment types. Furthermore, CA is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. The success of students at all levels of study primarily depends on constructive alignment as one of the most significant and influential principles in higher education. Detailed knowledge of this principle and consistent application is the basic obligation of teaching staff in higher education. To develop a "constructively aligned" course unit, a teacher should start from the intended course-specific competencies, after which they should choose the most appropriate learning, instructive and teaching activities, and assessment methods for these specific competencies. The paper explains in more detail the essence of CA between student workload expressed through ECTS, study programs, course and unit objectives, learning outcomes, theoretical and practical contents, teaching and learning methodology, formative and summative assessment methods and effective acquisition of student generic and course-specific competencies.

Key words: *student workload, learning outcomes, learning and teaching activities, assessment, competencies.*