R2.3d Report on inclusion of learning assistants in teaching.

This report presents a comparative analysis of the implementation of Learning Assistants (LA) across four partner institutions participating in the CONN'COR project: CentraleSupelec (CS), Lviv Polytechnic National University (LPNU), Bialystok University of Technology (BUT) and University of Nis (UNI). The document follows a standardized structure to facilitate comparison of approaches, outcomes, and recommendations across institutions.

1. Introduction and General Purpose

The aim of introducing LAs, as stated in the project proposal is to support students in understanding difficult issues and to create a more friendly learning environment, taking into account the mental barrier. Students often feel anxious about asking the teacher questions due to fear of assessment, a sense of teacher-student hierarchy, and a lack of a sense of partnership in the learning process. Assistance from an older student during classes, who does not evaluate the student but can only motivate them without providing ready-made solutions, should be well-regarded by the students themselves. By definition the LA must have approximately the same age as the students he/she will help and, if possible, should have similar experience as a student.

The courses were chosen by each partner due to the specific difficulties it causes students and because of the lecturer's desire to conduct such a teaching experiment.

2. Program Characteristics and Scope

CS	LPNU	BUT	UNI
Program Duration:	**Program Duration:**	**Program Duration:**	**Program Duration:**
Semester(s):	Semester(s): 6th - summer	Semester(s): 1st, 2nd - winter and summer	Semester(s): 5th and 7th semester, winter
Months: From November 2024 to March 2025	Months: From March 2025 to April 2025	Months: From November 2024 to June 2025	Months: From October 2025 to January 2026
Courses:	**Courses:**	**Courses:**	**Courses:**
1. CAD1: Computer Aided Design of Analog Integrated Circuits 2. CAD2: Research based teaching	1. Fundamentals of designing renewable energy elements and systems	1. Theory of Circuits 1 2. Instrumentation & Measurements 3. Electrical Engineering and Electronics	1. Creative Laboratory 2. Telecommunications Theory 3. Telecommunications (for students at Control Systems specialisation)
Type of Teaching:	**Type of Teaching:**	**Type of Teaching:**	**Type of Teaching:**
☐ Theoretical ☒ Practical/Laboratory ☒ Mixed	☒ Theoretical ☐ Practical/Laboratory ☐ Mixed	☐ Theoretical ☒ Practical/Laboratory ☒ Mixed	☐ Theoretical ☒ Practical/Laboratory ☐ Mixed
Number of LAs Recruited:	**Number of LAs Recruited:**	**Number of LAs Recruited:**	**Number of LAs Recruited:**
Total: 2	Total: 2	Total: 4	Total: 2
Number of Students Involved:	**Number of Students Involved:**	**Number of Students Involved:**	**Number of Students Involved:**
Total: 24	Total: 19	Total: 63	Total: 17
Student Level:	**Student Level:**	**Student Level:**	**Student Level:**
☐ First Year, ☐ Bachelor, ☒ Master	☐ First Year, ☒ Bachelor, ☐ Master	☒ First Year, ☒ Bachelor, ☐ Master	☐ First Year, ☒ Bachelor, ☐ Master
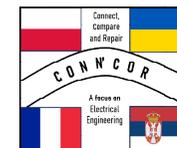
3. Learning Assistants Profile and Recruitment

3.1. Recruitment Criteria

The recruitment criteria were jointly established by the project partners: a) the student should be enrolled in a semester higher than the one of the selected course/subject; b) the student should be open to communication with others, including the teacher; c) the student's willingness to take on such a role, d) the ranking of students' grades is not a significant criterion taken into account for candidates for this role.
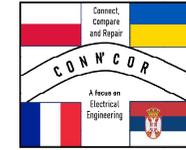
All partners used open announcements and conducted individual interviews with candidates. Due to the innovative nature of this role, there were no willing candidates, and there was no need to conduct a special application process (for each partner). Therefore, the students who volunteered for this role were chosen.

3.2. LA Profiles

CS	LPNU	BUT	UNI
Quentin Vermot des Roches, PhD student	*Dmytro Soiko, 5th year student*	*Jan Kulakowski, 2nd year student*	Jana Vasić, Master student
Viet Nguyen-Thien, PhD student	*Vladyslav Sernyuk, 5th year student*	*Mateusz Dolegiewicz, Seweryn Glinko, 2nd year students*	Đurađ Bogunović Master student
		Tomasz Tumiel, 3rd year student	

4. LA Training Program

CS	LPNU	BUT	UNI
Initial Training Sessions:	**Initial Training Sessions:**	**Initial Training Sessions:**	**Initial Training Sessions:**
Duration: 2 hours Date(s): 14/01/2025, 17/02/2025 Format: Online Topics Covered: - role of learning assistant,	Duration: __ hours Date(s): ___ Format: ☐ In-person ☐ Online ☐ Hybrid Topics Covered: - [Topic 1]	Duration: 1 hour Date(s): 27/03/2025 Format: In-person Topics Covered: - role of learning assistant,	Duration: 1 hour Date(s): 29/09/2025 Format: ☒ In-person ☐ Online ☐ Hybrid Topics Covered: - The role of learning assistants - Comparison with similar practices in the past at UNI, and practices at other institutions
Training Satisfaction: LA satisfaction rating: 5/5	**Training Satisfaction:** LA satisfaction rating: 5/5	**Training Satisfaction:** LA satisfaction rating: 5/5	**Training Satisfaction:** LA satisfaction rating: 5/5

Note: Complete training recordings, presentations, and related materials are included in the **Appendices.**
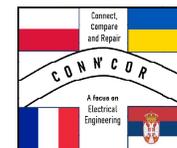
5. LA Activities and Implementation

5.1. Summary of LA work

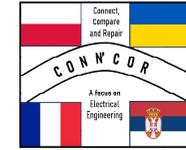| CS	LPNU	BUT	UNI
Teaching Support Activities: ☐ Class attendance ☐ Lab supervision ☐ Individual tutoring ☐ Group session ☐ Material preparation ☐ Student feedback ☐ Question answering ☐ Other: ___	**Teaching Support Activities:** ☐ Class attendance ☐ Lab supervision ☐ Individual tutoring ☐ Group session ☐ Material preparation ☐ Student feedback ☐ Question answering ☐ Other: ___	**Teaching Support Activities:** ☒ Class attendance ☒ Lab supervision ☐ Individual tutoring ☐ Group session ☐ Material preparation ☒ Student feedback ☒ Question answering ☐ Other: ___	**Teaching Support Activities:** ☐ Class attendance ☒ Lab supervision ☐ Individual tutoring ☒ Group session ☐ Material preparation ☒ Student feedback ☐ Question answering ☒ Other: Suggesting literature to students and giving directions in solving problems
Total Hours of Engagement: Per LA: __ hours	**Total Hours of Engagement:** Per LA: __ hours	**Total Hours of Engagement:** Per LA: 20 hours	**Total Hours of Engagement:** Per LA: 15 hours
Key Observations and Achievements: [Summary of main contributions, challenges overcome, improvements made]	**Key Observations and Achievements:** [Summary of main contributions, challenges overcome, improvements made]	**Key Observations and Achievements:** The assistant is 'closer' in age to the student, so there is no distance here. Students willingly turn to the assistant because they do not fear being judged for their 'lack of knowledge'. The assistant should ask guiding questions that help students solve emerging problems. The assistant shares his experience, which contributes to increasing students' motivation.	**Key Observations and Achievements:** Improved communication between students and lecturers. Removed age gap between lecturers and students. Better students motivation to solve problems completely and ask questions without hesitation.

5.2. Teacher-LA Collaboration

CS	LPNU	BUT	UNI
Emilie Avignon-Meseldzija	Myroslav Sabat	Anna Bialostocka, Jaroslaw Makal	Dejan Milić, Goran Đorđević, Nenad Milošević, Aleksandra Panajotović, Jelena Anastasov
Number of Teacher-LA Meetings:	**Number of Teacher-LA Meetings:**	**Number of Teacher-LA Meetings:**	**Number of Teacher-LA Meetings:**
Total: 10	Total: 14	Total: 33	Total: 10
Meeting Frequency:	**Meeting Frequency:**	**Meeting Frequency:**	**Meeting Frequency:**
Weekly and as needed	Weekly	Weekly and as needed	According to plan
Average duration: 15 minutes	Average duration: 20 minutes	Average duration: 15-60 minutes	Average duration: 45 minutes
Main Topics Discussed:	**Main Topics Discussed:**	**Main Topics Discussed:**	**Main Topics Discussed:**
- Student progress and difficulties	- Student progress and difficulties	- Exercise content clarification	- Student progress and difficulties
- Course content clarification	- Course content clarification	- Student progress and difficulties	- Course content clarification
- Teaching strategies	- Teaching strategies		- Teaching strategies

Note: Detailed reports of all meetings are included in the **Appendix** titled **"Teacher-LA Meeting Reports".**

6. Student Satisfaction and Feedback

6.1 Student survey results

CS	LPNU	BUT	UNI
Survey distribution: Total/respondents students: 24/13 Response rate: 54%	**Survey distribution:** Total/respondents students: __ Response rate: __%	**Survey distribution:** Total/respondents students: 63 / 36 Response rate: 57%	**Survey distribution:** Total/respondents students: 17/17 Response rate: 100 %
Overall LA effectiveness: Mean rating: 94%	**Overall LA effectiveness:** Mean rating: 100% (very helpful, useful)	**Overall LA effectiveness:** Mean rating: 80% (very helpful, rather helpful)	**Overall LA effectiveness:** Mean rating: 100% (very helpful, rather helpful)
Comfort of communication with LA than with teacher: Mean rating: 100% (very comfortable, comfortable)		**Comfort of communication with LA than with teacher:** Mean rating: 94% (definitely yes, rather yes)	**Comfort of communication with LA than with teacher:** Mean rating: 100% (very comfortable, comfortable)

Note: Complete student instruments and results should be included in the **Appendix** titled **"Student Survey Data"**.
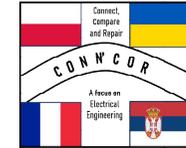
7. Comparative Analysis

Comparison dimension	CS	LPNU	BUT	UNI	TOTAL
Number of LAs	2	2	4	2	10
Number of students	24	19+	63	17	123
Training hours	2	2	1	3	8
Number of meetings	10	14	33	10	67
Student satisfaction mean	94%	100%	80%	100%	93.5%

8. Partners Recommendations for Future Implementation

CS	LPNU	BUT	UNI
Can be scaled to other courses: ☐ Yes ☐ No ☐ Partially	**Can be scaled to other courses:** ☐ Yes ☐ No ☐ Partially	**Can be scaled to other courses:** ☐ Yes ☒ No ☐ Partially	**Can be scaled to other courses:** ☒ Yes ☐ No ☐ Partially
Estimated other courses: __	**Estimated other courses:** __	**Estimated other courses:** no	**Estimated other courses:** 3
Transferable to other institutions: ☐ Yes ☐ No	**Transferable to other institutions:** ☐ Yes ☐ No	**Transferable to other institutions:** ☒ Yes ☐ No	**Transferable to other institutions:** ☒ Yes ☐ No
Required adaptations: [List]	**Required adaptations:** [List]	**Required adaptations:** - better promotion among students, - the support from the authorities	**Required adaptations:** - The official rules of institutions related with inclusion of learning assistant and providing financial support for this kind of engagement.
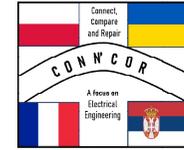
9. Summary and Conclusions

This initiative, implemented by all partners across various semesters and study levels, shows that students greatly value support from senior colleagues in acquiring knowledge and skills. Assistants share their experiences and provide practical tips, such as preparing for classes, learning theoretical content, and developing exam preparation strategies. Informal tips provided by peers are often considered more credible and effective than those offered by teachers.

The barrier of hierarchy (teacher-student) and the teacher's position as the person assessing the student play a crucial role here. Therefore, it is easier for students to ask assistant questions because they know they will not be assessed.

Assistants also benefit from this cooperation, as they consolidate their knowledge, deepen their understanding of the material, and gain great satisfaction from seeing their positive impact on the work of their younger colleagues.

This practice, applied by all partners, shows that it is even worth introducing into the education system (higher schools and universities).

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10. List of Appendices

Link to the appendices: https://box.biaman.pl/d/f80baa14327c46229404/

All supporting materials, survey instruments, meeting reports, and training documents should be organized by partner and attached as follows:

CS Appendices

- **Appendix 1.1:** Recording of Webinar Training of LA1 CAD1
- **Appendix 1.2:** Recording of Webinar Training of LA2 CAD2
- **Appendix 1.3:** LA Training_Quentin.pptx
- **Appendix 1.4:** LA Training_Viet.pptx
- **Appendix 1.5:** CS Main Report (including the Teacher-LA Meeting Report)
- **Appendix 1.6:** Survey_LA1_Quentin_Vermot.pdf
- **Appendix 1.7:** Survey_LA2_Viet_Nguyen.pdf
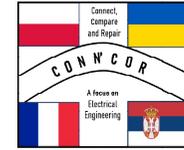
LPNU Appendices

- **Appendix 2.1:** Training Materials and Webinars
- **Appendix 2.2:** Teacher-LA1 Meeting Report (7 meetings)
- **Appendix 2.3:** Teacher-LA2 Meeting Report (7 meetings)
- **Appendix 2.4:** Survey_LA1_Serniuk.docx
- **Appendix 2.5**: LPNU Main Report of LAs activities

BUT Appendices

- **Appendix 3.1:** Recording of Training LAsWebinar.mp4
- **Appendix 3.2:** Teacher-LA1 Meeting Reports (winter_12 meetings)
- **Appendix 3.3:** Results of the survey about the LA1 (winter)
- **Appendix 3.4:** Report on LA1 activities (winter semester)
- **Appendix 3.5:** Teacher-LA2&LA3 Meeting Reports (summer_11 meetings)
- **Appendix 3.6:** Survey of LAs Instr&Measur
- **Appendix 3.7:** Teacher-LA4 Meetings Report
- **Appendix 3.8:** Report on LA4 activities and Results of the survey

UNI Appendices

- **Appendix 4.1:** Training Materials and Webinars (Ten meetings were organized in-person, topics are listed in files: Report on meeting with LA UNI no_1.pdf - Report on meeting with LA UNI no_10.pdf, besides the report, the first meeting was recorded: Learning Assistants Goran T djordjevic first meeting-srb.mp4 and Leaning Assistants Goran T djordjevic first meeting-eng.mp4; photos are given in pdf files for illustration purposes)
- **Appendix 4.2:** Teacher-LA Meeting Reports (WP 2.3 Short Report on meetings with LA UNI v2.docx, WP 2.3 Short Report on meetings with LA UNI v2.pdf, Report on meeting with LA UNI no_1.pdf - Report on meeting with LA UNI no_10.pdf)
- **Appendix 4.3:** Complete Student Survey Instrument and Results
- **Appendix 4.4:** LA Self-Assessment Form and Responses (WP 2.3 Survey Learning Assistants UNI.pdf)
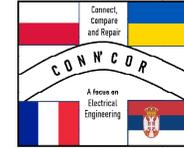
- **Appendix 4.5:** Meeting Recording(s) - [Leaning Assistants Goran T djordjevic first meeting-srb.mp4 and Leaning Assistants Goran T djordjevic first meeting-eng.mp4]

- **Appendix 4.6:** Additional Documentation: [djuradj-LA-video1.mp4, djuradj-LA-video1-sr.mp4, jana-LA-video1.mp4, jana-LA-video1-sr.mp4]

Project Information

Project Title: CONN'COR - Strengthening the coherence of teaching on a certain set of subjects

Project Number: 2024-1-FR01-KA220-HED-000250882

Report Prepared By: Jarosław Makal, Bialystok University of Technology, Poland

Report Date: 30.01.2026

For more information on the CONN'COR project, visit: https://conncor.fr/