



Designing holistic and sustainable educational development to improve student learning (HOSUED)

Project Start/End date: 01.09.2020 - 31.08.2023

Intellectual Output 3: A study assessing the impact of newly introduced ED initiatives

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Date: 31 August 2023

1.0 Introduction

While policy documents suggest that quality of teaching is seen as significant for driving innovation and transformation of society, there tends to be less interest from the higher education institutions to drive and support teaching skills development (MacPhail, et al., 2019). Teaching skills are therefore also relevant for those PhD students who choose a career both inside and outside research-intensive universities since it is likely that some PhD students will continue their careers in a non-PhD awarding educational establishments where the teaching quality is emphasised more than research output (Bergner et al., 2015).

The ill-preparedness of doctoral students for their teaching role is also likely to be connected to the lack of perceived value of teaching compared to research in higher education, where this latter is valued more highly and recognised more than teaching (Marsh & Hattie, 2002). In a study conducted by Jepsen and colleagues (2012) 65% of PhD students' supervisors were reported to support the idea that their supervisees need to concentrate on their research rather than attend teaching related courses. Similarly, in science, technology, engineering and mathematics (STEM) education there is reported to be a "pervasive notion of antagonism between research and teaching" (Shortlidge & Eddy, 2018, p.3). Nevertheless, PhD students

are frequently employed as adjunct teaching staff within institutions, and as quasi members of staff, might reasonably be expected to have opportunities for professional development in this role, where this speaks not only to their individual development but also to the integrity of institutional teaching quality.

At the same time, even if university teachers attend pedagogical courses, the outcomes vary. Some authors claim that formal pedagogical courses have a significant impact on conceptions of teaching and learning, and teaching skills (Aščerc Veniger, 2016; Postareff et al, 2007; Gibbs & Coffey, 2004) while others claim that the impact of formal courses is minimal (Wang et al., 1999). Nonetheless, it is easy to envisage how certified academic development programmes may be seen as top-down compliance measures (Harvey & Knight, 1996; Land, 2001; Peters, 2010) which serve to respond to a quality assurance agenda rather than a quality enhancement agenda (Haigh, 2012). What also needs to be considered is that the effect of pedagogical courses may be revealed in the longer term, not necessarily immediately upon completion (Olsson & Roxå, 2013; Postareff et al., 2008). Formal pedagogical courses may also shape conversations about teaching that serve the purpose of informal learning about teaching, particularly in the case of early-career educators where a more directed approach, in the form of organised courses, is usually more effective (Gaia et al., 2003; Alhija & Fresko, 2020). With respect to this project output, this study discusses the evaluation of the new courses introduced at University of Economics in Bratislava (UEB) and Comenius University Bratislava (UNIBA) for this group of practitioners. Specifically, detail is provided on the design of the courses, the methodological approach to evaluation, discussion on the findings of the research and concluding remarks.

2.0 Course design

2.1 Comenius University Bratislava (UNIBA)

In September 2021, 14 participants from Comenius University in Bratislava, Slovakia, enrolled on the one-year course *Innovative teaching that inspires good learning* in the Slovak language, accredited by the UK's Staff and Educational Development Association (SEDA) under the Professional Development Framework Named Award, [Supporting Learning](#). The full course description (English language version generated by Google Translate) is included as [Appendix 1](#) of this document.

The course consisted of 2 semesters – the first focusing on 8 half-day-long workshops and the second focusing on research of participants' own pedagogical innovation supported by coaches whom they selected from among the 4 workshop facilitators (participants were matched with one of the coaches they indicated on the preference form).

As part of the admission process, the participants were asked to submit their application materials, which included a motivation letter, a reflection of their teaching experience, and their CV. All applicants met the criteria and were admitted to the course.

After the selection process, 14 participants enrolled on the course, coming from a variety of disciplines and three different faculties of Comenius University including the Faculty of Arts, Faculty of Law, and Faculty of Medicine. Their expertise ranged from sociology, linguistics, social anthropology, journalism and media, legal studies to medicine. Two of the participants were assistant professors and 12 were PhD. students with a teaching role. Some were responsible for teaching and assessment of a whole course, whereas others were only responsible for leading seminars or teaching part of the course with other PhD. students.

Semester 1

Initially, it had been planned to offer the course in two modes: face-to-face at the Faculty of Arts and online via MS Teams. Due to the outbreak of Covid-19 pandemic (third wave), only half of the semester (4 workshops) took place face-to-face and the other 4 workshops were delivered online via MS Teams. The emphasis was on creating a meaningful online learning experience for course participants, including interactive methods in the workshops, peer learning in groups, and using channels and breakout rooms in MS Teams. As online teaching became far more prominent than before, the Course Team was able to leverage experience from the past and included one workshop primarily focusing on teaching online. This workshop introduced recent online tools that promote interactivity as, for example, Nearpod, Wooclap, Kahoot, Canva, and others. While responding to the current needs of the local faculties, the Course Team also delivered an online workshop on teaching a large group of students, where participants were prompted to bring their colleagues, and create a larger group than the standard one on the course. Here they were introduced to the methods of jigsaw, Kahoot and other technology-enhanced learning tools that can be used to increase active learning in groups larger than 20 students.

Course participants were made familiar with SEDA values and outcomes during the first workshop in semester 1 through a structured presentation and question and answer (Q&A) session. Workshop facilitators then repeatedly referred to SEDA values and outcomes in the following workshops.

After participants had attended 7 half-day workshops, they designed and delivered a 15-minute microteaching demonstration for a group of their fellow course participants and received feedback from them and the course facilitator. Participants followed up on this experience by writing a structured reflective paper integrating self-evaluation and feedback from the others.

13 out of 14 participants completed all assignments from the first semester (written exercises for the workshop, microteaching demonstration and post-microteaching reflection paper). One of these participants dropped out of the course because of getting a new full-time job outside the university on the other side of the country.

Semester 2

Thus, in semester 2, 13 participants worked to design their courses innovatively by including principles, concepts, and methods encountered during the first semester. During semester 2 they developed and applied their own innovation to the course or part of the course that they were responsible for. As part of the assignments, they designed a plan for innovation, at least 3 class plans for their innovative class sessions, a plan for researching the outcomes of their teaching innovations, and a final evaluation of the impact of their innovation in SOTL.

Each of the participants was supported by a coach, whom they selected from among the 4 workshop facilitators. The coach offered ongoing formative feedback during the semester. In addition, participants received thorough written feedback from the coach on their draft assignments before they submitted the final version of the assignment. All assessment forms included the criteria explicitly assessing participant progress by making links to SEDA values and outcomes. Throughout the course and especially at the end of the course, the Course Team were able to observe progress in the participants' ways of teaching, their emphasis on the way their students learn, in their teaching philosophy and especially in the critical and self-reflective approach towards themselves and their future aims focusing on student-centred, innovative teaching that inspires good learning.

To support peer learning and peer-feedback as one of the key elements of our course, participants also presented some of their assignments to their peers and coaches/facilitators during two online workshops and received feedback from their peers and from other course facilitators.

At the end of the semester, 12 participants met all the criteria to complete the course: due to the extended amount of the workload in their department, 1 participant did not deliver 2 out of 3 assignments of semester 2, therefore they were not able to finish the course successfully.

2.2 University of Economics in Bratislava (UEB)

Based on the needs analysis previously carried out at this university, the Course Team tried to adapt the design of the new pedagogical courses to three different target groups of teaching staff identified: doctoral students with no previous teaching experience, junior assistant professors with several years of teaching experience who need to further develop their teaching skills, and experienced senior teachers who value practical thematic workshops focusing on specific areas of interest related to their teaching practice and its possible innovations. The Course Team decided to prepare two separate courses tailored for full-time doctoral students and junior teachers, and several independent workshops on selected up-to-date topics for experienced senior teachers. This study will focus exclusively on the courses designed and delivered for early-career educators.

The first course for doctoral students *Introduction to Teaching and Learning in Higher Education* was designed in such a way that the participants would get a comprehensive view of teaching and learning processes in Higher Education and the roles of teachers and students in these processes through their mutual interaction. The main focus was on a student-centred approach to teaching and active learning methods used in constructive alignment to meet educational objectives and assessment methods. It targeted participants with little or no previous teaching experience with the aim of helping them to realise at the very beginning of their teaching career that all teaching is done for the sake of their students in order to maximise and optimise their learning experience. The course introduced the participants to basic pedagogical and didactic concepts together with relevant literature resources so that they were able to consciously choose appropriate teaching and learning methods in the

seminars they facilitated. It was envisaged that they would get a basic but comprehensive idea of the main elements of teaching and learning processes in higher education – with an emphasis on how these elements impact student learning. The course consisted of activities divided into two semesters. In the semester 1, doctoral students participated in six workshops and worked on the assignments related to the workshops, which they handed in as outputs proving that the main expected learning outcomes of each workshop were achieved. The second semester consisted of individual work on two outputs and two follow-up joint meetings to present and discuss the prepared outputs. Before it was piloted, the course was successfully accredited by the UK's Staff and Educational Development Association (SEDA) under the Professional Development Framework Named Award, [Supporting Learning](#). The full course document (English language version generated by Google Translate) can be found in [Appendix 2](#) of this report.

The second course *Teaching Skills Development to Improve Student Learning* for early career university teachers with a PhD. degree was designed for teachers who already had some teaching experience but could not really be considered as very experienced teachers, and who wanted to improve their teaching skills for the benefit of their students and their learning. Emphasis was placed on using the course participants' own experience of teaching and learning in Higher Education, and on the possibilities of using new pedagogical knowledge in teaching their own courses. The main intention was not to map the entire educational process in a complex way, but to focus only on the most important elements of this process with the main goal of encouraging the participants to reflect on their teaching regularly using the latest knowledge from educational research. The course supported pedagogical conversations between the participants about their students and how to support their learning in a more efficient way. The course also consisted of activities divided into two semesters. In the first semester, participants attended five workshops followed by assignments for individual or pair work. The second semester consisted of two activities/outputs carried out by participants in pairs with the support of an assigned mentor. The aim was to develop the participants' ability for self-reflection about their teaching, and to support pedagogical conversations between participants based on relevant pedagogical theories and concepts and their application to practical problems from their own teaching and learning experience. Before it was piloted, the course was successfully accredited by SEDA under the Professional Development Framework

Named Award [Learning Teaching and Assessing](#). The full course document (English language version generated by Google Translate) can be found in [Appendix 3](#) of this report.

In October 2021 the first two cohorts of participants enrolled on the courses. There was no selection procedure needed because the course for doctoral students was made mandatory by the Dean of Faculty for all of first-year full-time doctoral students studying at the UEB's Faculty of National Economy, and the number of applicants for the second course did not exceed the capacity of the course. The first cohort consisted of 12 doctoral students who started the course, but only 8 of them completed all of the required outputs and graduated successfully, which might be attributed to the mandatory character of the course. In contrast, there were 13 early-career teachers enrolled in the second course, with only one of them dropping out after the first semester because of serious health problems in the family. All the other 12 participants graduated successfully in June 2022, having shown great interest in the course activities during both semesters, which might be attributed to the participation in this course being completely on a voluntary basis. The participants were from various UEB's faculties, which all focus on certain areas of business, economics and management, thus making quite a homogenous group in terms of their academic discipline.

3.0 Methodology

Data for the evaluation of the course impact were collected from teachers participating in all three courses at both institutions: Comenius University Bratislava (UNIBA; one course) and University of Economics Bratislava (UEB; two courses). Ethical approval was sought ([Appendix 4](#)) and obtained for the data collection and analysis ([Appendix 5](#)). The outline schedule which was carried out at both institutions can be seen in Table 1.

Table 1: Evaluation methodology and timeline

Date	Method
February 2022	Survey
March-April 2022; 11 interviewees	Semi-structured interview with a sample of participants (1)

June-July 2022, 10 interviewees	Semi-structured interview with a sample of participants (2)
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In the original research proposal it was planned to interview participants on a third occasion, approximately 12 months after course completion. However, given the logistical issues related to the management of this process, and the fact that many of the participants were no longer in post at the respective institutions, a strategic decision was made to restrict the data collection to the initial survey and the first two instances of the interviews.

3.1 Administration of the survey

All course participants were asked to complete an anonymous online questionnaire survey ([Appendix 6](#)) that asked them to describe their perceptions of learning in their course. The survey specifically asked about what participant teachers found meaningful and useful in their course, what they considered to be an inspiration for their teaching and what from the course they planned to integrate into their teaching practice. The survey respondents were also encouraged to share any other experiences from the course they found important.

The survey was administered in the Slovak language after Semester 1, more specifically between two and eight weeks after attending the last workshop of the programme. Altogether, 10 participants completed the survey at UNIBA (77%) and 13 out of the 20 participants who completed the first semester at UEB successfully (65%), which included 5 doctoral students and 8 early-career teachers. Two programme team members then undertook thematic analysis (Braun and Clarke, 2006) of survey responses to identify salient themes in participants' perceptions of their learning experience. Each team member first independently coded the data set and then they met to compare their codes and compile a congruent list of themes from which to develop the interview questions.

3.2 Administration of the interviews

Selected participants were then interviewed to explore their perceptions in more depth. Sampling was based on participant willingness to be interviewed and based on findings from

the survey to provide a diversity of views. The interview questions asked about the themes identified from the survey ([Appendix 7](#)). Six participants were interviewed from UNIBA and five from UEB. The interviews were completed always by two interviewers interviewing one participant: one interviewer took the lead in asking the questions and the other one took notes. The interviewers were from the other institution than the participants, i.e. the UNIBA programme team members interviewed the participants from UEB and vice versa.

The interviews took place online via MS Teams. With one exception, the language of communication was English, which the participants and interviewers spoke fluently. One participant preferred to be interviewed in the Slovak language, which was respected. MS Teams automatically generated the transcript from each interview undertaken in English, which was then checked for accuracy by one of the interviewers. The interview completed in Slovak language was transcribed manually and subsequently translated into English using Google Translate. After finalising each interview, the interviewers sat together to discuss their impressions from the interview and made brief notes from the discussion. Each interview thus resulted in two data sets: verbatim transcripts and brief notes drawn up by the interviewers.

The interviews were completed twice: first, in March-April 2022 and second, in June-July 2022, after the participants had completed all programme assignments. The interview subjects were the same, again with one exception. One interviewee from UNIBA was no longer available for an interview, which is why only five participants from UNIBA were interviewed after completing the programme.

All the data from the interviews were further analysed by two independent project members who conducted thematic analysis of the transcripts from the first round and second round of interviews from both universities.

4.0 Findings

4.1 *The results of the questionnaire survey (post semester 1)*

The survey carried out in both institutions after the first semester indicated themes that were later explored in some more depth in the semi-structured interviews, and which will be discussed more fully in section 4.2 below.

4.1.i *Comenius University Bratislava (UNIBA)*

Participants were asked to complete the online survey where they answered questions on the meaningfulness and usefulness of the course regarding its first, more theoretical part and the coaching period.

The survey was completed by 10 out of 13 participants. The answers revealed that all respondents evaluated the course as meaningful and useful, with some individual differentiation, as outlined below.

Participants evaluated the course as meaningful and useful in terms of:

- its learning atmosphere and the notion of partnership of equality between the facilitators and participants, which contributed to the trust and willingness to participate,
- the opportunity to share their own experience and issues,
- the many examples of good practice that could be further used and applied in the participants' own teaching practice,
- inspiring workshops.

4.1.ii *University of Economics in Bratislava (UEB)*

The questionnaire survey was completed by 13 out of 20 participants. All of them confirmed that they found the course both meaningful and useful for their teaching practice, but as with the results from Comenius University, individuals highlighted different aspects for particular emphasis.

Participants evaluated the course as meaningful and useful in terms of:

- Innovative teaching in practice, particularly related to technology-enhanced learning and digital approaches,
- Student-centred approach to teaching,
- Self-development and mutual inspiration of teachers,
- Workshop facilitators and organization.

4.2 The results of the thematic analysis of the interview transcripts after both semesters

The analysis of the institutional surveys served as the basis for the questions participants were asked in the first semi-structured interviews; the thematic analysis of these informed the second round of interviews which sought to consolidate the overall data and conclusions.

The interviewees were either PhD or Postdoc participants from the educational courses at both institutions. The interview questions (see Appendix 7) focused on their feedback on the overall course they had undertaken. Emerging themes (Braun and Clarke, 2006) were identified from detailed analysis of the interview transcripts, by two project partners not involved in the delivery of the courses.

Primary analysis of the interviews identified themes that broadly aligned with those that emerged from the initial surveys. Secondary thematic analysis of these broader themes was conducted and consolidated to reflect the following three key areas of impact:

4.2.i Learning Context

Literature asserts that in order to promote deep learning for all students, it is desirable to move from a content-focussed, teacher-led climate to learning situations which focus on what the student does and engages students in active learning (Biggs and Tang, 2011; Chickering & Gamson, 1987; Entwistle, 2009; Thomas, 2002). This focus on students acknowledges that learning is a joint activity, starts from the student's experience and changes the learner's perspective on knowledge (Mezirow, 1991; Prosser and Trigwell, 1999). Learning therefore is less about the absorption of knowledge and more about how we set the right conditions for

conceptual change to take place. Conceptual change in this context is taken from the learner perspective and the desired change relates to the ontological changes that education can bring about. According to Biggs and Tang (2011), conditions for such a change include *inter alia*: student motivation and students working collaboratively with others, both peers and teachers.

Both institutions approached the design of the courses as providing participants with a supportive environment where pedagogic theory and approaches were not only introduced as concepts, but also modelled by facilitators with the intention that participants adopt/apply this in their own subsequent practice. This modelling approach was intended to encourage development within a non-threatening environment through the provision of opportunities to experiment within a class-based setting, such as the microteaching exercise, with feedback coming from both coaches/tutors and peers. The value of this was generally positively perceived by participants, as evidenced by the interview extracts in Table 2.

Table 2: Interview Extracts (1)

UEB	UNIBA
The micro teaching was maybe most important, uh, because there we could we could learn from each other	‘During the course there was overall very positive atmosphere and friendly environment and I think when I teach my students a track to keep this atmosphere very positive as well.’
Probably the micro studies or the micro cases. Because I have received personal comments about, let's say my system, how I'm teaching students and how I can improve my level	‘I think it was very important and useful course for me as a future and present teacher, because, I don't have pedagogical background, so in this way I found it very helpful and I could learn more about pedagogical approaches, activities. Before coming to the course, I had so many ideas and also I struggled a lot how to put all the ideas to my teaching. And the course helped me to look at it better, like how can I structure it, how I can plan it, so in this way I found it very helpful and resourceful. Especially when I don't have any pedagogical background. I think for future teachers or present teachers like PhD students, it's like “must have” at university.’

So I had the chance to correct my mistakes and to see where I have missed something so we could get a chance to talk in between during the breaks, lunch breaks and so on.	
I think that, overall, the steps in that course were directed in such a way that we could plan it well. Because the course organizers consulted with us about individual parts and stages, it wasn't like I was just lecturing something, but it was all under expert supervision. It wasn't just that we said something to each other as course participants, but under the professional supervision of someone who is an expert, it was commented on, which I perceive as beneficial. ... - a facilitator as an expert supervisor, who told it from a different side	

However this was not always perceived by participants as being the case as evidenced by the interview extracts in Table 3. Some respondents pointed out the diverse approaches of different workshop facilitators. On the one hand, they appreciated the interest and enthusiasm of some of them as well as their humility in their approach to the course participants. On the other hand, some of the lecturers were not considered as inspirational enough or did not sufficiently model what they taught (e.g. a lecture part of the workshop about active learning methods). From a logistical point of view, some also felt that the scheduling of the course did not take into account participants' other responsibilities and workloads.

Table 3: Interview extracts (2)

UEB	UNIBA
I was feeling, let's say like 70% just add everything theoretical. So I was expecting to	Only one little thing that was ...the time schedule and since the course aimed at the

have something active more, for example to have a simulation of a normal class and to teach for example.	doctoral students and postdocs in early careers, the time schedule was sometimes really... not stressful, but when you are a PhD student, you have a lot more time, when you are post doc, you have practically no free time and I sometimes found it difficult to submit the tasks from week to week
But, I expected something better specifically, I have experience with teaching more than five years. So I expected someone to advise me how to improve more myself, I felt from time to time I was feeling as a student, like just in the theoretical lecture was listening, but I get the benefit	

4.2.ii Application of practice-based learning

The course participants were most appreciative of the fact that the workshops had allowed them to learn in more depth about a number of previously unknown digital technologies and online teaching tools (also in relation to the creation of e-learning courses) as well as about various useful active learning methods. They also valued the emphasis on goal orientation of teaching and the need to choose teaching and learning methods in line with sound pedagogical approaches and theories. This finding shows that the theory of constructive alignment was rooted in several participants. The respondents particularly highlighted the parts of the workshops with innovative approaches to teaching in higher education, where they learnt how to use these new methods in their own teaching.

The overall benefits as described by the respondents included:

- the balance between theory and practice,
- the importance of, and shift towards, a student-centred approach,
- peer learning and sharing of practice,
- application of pedagogy and its use to inform practice,
- the respondents' development of their teaching skills,
- the development of skills in designing learning activities.

This is further evidenced by the interview extracts in Table 4.

Table 4: Interview extracts (3)

UEB	UNIBA
<p>Probably like the most important thing, but I have learned like to move from, let's say the general level to the academic level. It means that how to communicate with students and how to teach them academically, not just the general impulse I was teaching. For example, before I was teaching but not that much, let's say as a professional, but I have got a lot of skills how to communicate and how to teach them academically</p>	<p>'...but I think that there are 2 most important things for me one and I'm sure I have mentioned it in the previous interview, but it's the most crucial for me. It was the aligning of learning outcomes, its teaching methods and the other part of the course design. So this was a big wake up call for me. And I'm thinking about the other courses, in the way I teach them not only the one course I have innovated, so that's the first point to have everything aligned. Like the learning outcomes, the methods, techniques, activities, and so on and so on. And I haven't thought about such issues before the course. And the second most important thing I've learned during the second part, was that every implemented activity must be correctly designed, with purpose with specific learning outcomes.'</p>
<p>I guess I know a little bit more about how to be a better teacher. I already applied some of the knowledge...I started to take feedback from students and at the end of each class or each week...you are able to adjust the next class according to it like something, it was not clear to them or they didn't understand, or if it was like too fast or too slow and so on. So you can adjust and then make the semester better.</p>	<p>The first one would be the importance of discussion. I mean peer discussion with my colleagues. Discussion that results in, new and better ways. Especially, I learned that during the second semester when we had our lessons observed. So it was a different kind of experience, because, I'm used to talking to my colleagues about the way I teach, or the way they teach, or the way we teach, but it's a whole different new level.</p>
<p>(it) forced me to think about my positive and negative sides of the teaching and what in which parts of my teaching or which way I could improve... It helped me to realize a lot of things to get familiar with new techniques, especially via online teaching and to think about how to improve different methods I could incorporate in my teaching,</p>	<p>It was really helpful for me to get to know what activities I can do with students because I'm student at the faculty of X at Comenius University and we are used to teach in the same way for years. And it was really helpful for me to see what can I do different and which types of activity I can incorporate into my teaching,</p>

so overall I would say it was helpful for me as a as a new teacher to see how to do things better and how to how to improve.	And this Nearpod is good because it helps me to motivate them to somehow speak up during the lesson
Now I have Kahoot, now I'm teaching...and every couple seminar I have couple minutes of Kahoot and it's very active and it's amazing where to measure and to teach students	So, it was important for my teaching. I've never written plans. I prefer the lesson, of course, and I usually keep it only in my mind. Sometimes I write just a sequence of the activities, but never I never prepare like a proper plan with all the activities and also purpose of them. So this was a new and good. I found it useful. So writing the plan of the innovative sessions, I would say.
	So really constructive alignment was for me maybe opening eyes experience, let's say, because I was many times struggling with the plans for my lessons and all of that. And yes, this gave me much more logic for me as a teacher, to also to look not just for one lesson, but also on a course in general and also when it comes to learning some activities, but also how to look at evaluation of students and also learning outcomes.

4.2.iii Reflective Practitioners

The third important theme which surfaced for participants was the notion of reflection, self-development, and the emergence of a new professional identity as an educator. Several respondents commented that thanks to the course they had learned to better recognize their own strengths and weaknesses in the role of a teacher and avail of opportunities for self-development based on the knowledge of various pedagogical theories and concepts and sharing experiences with other teachers. Within this theme, engagement with the scholarship of teaching and learning (SoTL) was recognised as a key factor in the reflective process leading to the recognition of a change in both practice and self-awareness as a professional educator, hand-in-hand with an increasing confidence to discuss learning and teaching with colleagues.

The key shifts in mindset and practice resulting from participating in the courses included:

- receiving and using feedback from coaches to improve teaching practice,
- better understanding of the role of being an educator in higher education,
- the confidence to talk about teaching,
- writing about teaching and sharing practice with peers.

This is further evidenced by the interview extracts in Table 5.

Table 5: Interview extracts (4)

UEB	UNIBA
Actually there was some personal information which I didn't know before. For example, my type as a teacher. So that was very important for being able to work with it later on	Open eye knowledge I gained, from this course and later. We've written (a SOTL) paper so it was the first time I wrote this kind of paper in English. But also in general this kind of paper. It was the first time I wrote it. So it was new experience. And even it was very difficult for me. I think I learned a lot, in the end, so I would also say, writing academic paper was one of the takeaways.
Yeah, I really liked to learn about psychology of myself, which was the introduction of the course and psychology of myself as a person and also as a teacher	It will be really slow process as I dive deeper and deeper into the SoTL approach.
This article which we were supposed to write was very like enriching for myself because I never studied before	
That was very important, and the fourth thing would be, which is much of a some kind of mental or mindset thing for me was when we had a discussion, I think in October or November about the question of why do we even have universities? Why do we go to school? And the answer was that we have universities because we don't have answers because we don't know, and that was sort of a breakthrough for me because it changed my mindset in as such, not suffering that much since then so. Yes, this	I found it inspirational because my coach could also give me some examples or give me ideas what I can do. What I found very helpful that my coach could help me to clarify more my ideas because sometimes I can think about many things but I cannot be very specific or concrete. So in this way I found coaching very good and very helpful. I think it helped me to have a better structure e.g. for my paper when it comes to this assignment. In this way it was very inspirational and helpful.

is what we should tell everyone who comes into school in their first day and we should repeat it all the time.	
	It would be great if the course happened 2 years earlier at the beginning of my teaching, but still it was great. I think it should be made compulsory, at least for PhD students at least. Because it really did have great impact. I think I speak for the whole group when I say.
	I started to be frustrated with the other courses that weren't part of the innovation because I was just lecturing most of the time and I was tired of just lecturing because I saw how activities and if you do it in other way, how it can be helpful for students and also for teachers. So I think it not only increased my skills in teaching and learning, but helped me to broaden the perspective on teaching and learning in general. I think it was very instrumental for me, that I was able to do it in my career, my academic career because, I've never really thought about such issues like learning outcomes and so on I was never thinking about such issues. Now I will always be and I think I would make it voluntary for everybody.
	We don't have any courses or special training. So, that's why thinking in this way about learning and teaching, and also to do SOTL study in scientific way to improve our teaching and learning was new to me. And, I've evaluated very positively, and I think it's important to think about and concentrate more on the methods that we use and also the concepts of our courses. So I find it is a good experience. And I also talked about the course to my colleagues at our seminar at our institute and encourage them also to attend the courses or maybe some of the innovations that we learned we will possibly apply in the future at our Institute as well. So, I think it's very important and it's lucky,

	we are colleagues. We usually do not have time for that, but we do not have any support centre, which could offer such a course to. So I think this was a unique, and good.
	Maybe just that we should find a way to motivate our different colleagues who use different methods (old school methods) to join such courses and do something about it because it's still about that one little group of very highly motivated people who want to make things better and be modern and be innovative and so on. And then you come to your department and they are like... We should find a way how to spread it.

5.0 Concluding Remarks

The themes identified above; learning contexts, application of practice-based learning, and reflective practitioners demonstrate the key impacts of the pedagogical courses on the participants.

From our evaluation, the courses at both institutions have undoubtedly had a positive impact on participant practice and may be aligned to Barnett & Coates (2005) who posited that curriculum encompasses three domains of cognitive development and shift in learner attitudes: **knowing - doing - being**. In this context we can see that the initial stages of the courses encompassed the “**knowing**” domain, whereby participants were exposed to new ways of teaching and learning modelled by the course facilitators, underpinned by an introduction to and growing understanding of key pedagogic constructs. As a result of this engagement by participants in SoTL, albeit at an early stage, indicates a shift to the incorporation of this within their own thinking and practice – the “**doing**” phase of development – in particular, adopting approaches to teaching and learning that favour a student-centred ethos. Finally, the proactive sharing of practice with peers, both in an immediate and wider context, together with the reflection on their own evolving identity as educators, can be seen as participants moving into the final domain of “**being**” and becoming. The combination of the course design and learning context are then able to effect a cognitive and longitudinal shift in participants, as revealed by the evaluation of the two iterations of the

interview responses. These can be mapped to Trigwell et al.'s (2000) model of Scholarship of Teaching as outlined in Table 6.

Table 6: Longitudinal shift aligned to Trigwell et al.'s (2000) model of Scholarship of Teaching

<i>Participant profile</i>	<i>Informed Dimension</i>	<i>Reflection Dimension</i>	<i>Communication Dimension</i>	<i>Conception Dimension</i>
<i>Start of course</i> <i>Mid-course</i> <i>End of course</i>	<i>Uses informal theories of teaching and learning</i>	<i>Effectively none or unfocused reflection</i>	<i>None</i>	<i>Sees teaching in a teacher-focused way</i>
	<i>Engages with the literature of teaching and learning generally</i>		<i>Communicates with departmental/faculty peers (tea room conversations, department seminars)</i>	
	<i>Engages with the literature, particularly the discipline literature</i>	<i>Reflection in action</i>	<i>Reports work at local and national conferences</i>	
	<i>Conducts action research, has synoptic capacity, and pedagogic content knowledge</i>	<i>Reflection based on asking what do I need to know about X here, and how will I find out about it?</i>	<i>Publishes in international scholarly journals</i>	<i>Sees teaching in a student-focused way</i>

However, the authors of this study contend that the first theme identified – **learning contexts** – Is crucial to the overall success and impact of the project as whole. Clear from our evaluation is the importance of the overall design of such a course, which needs to not only impart information but provide opportunities for participants to engage with authentic learning activities and assessment tasks which are deliberately integrated as part of the intended

outcomes. Furthermore, this impact was not only a result of how the courses were designed and delivered but also came about as a consequence of the positive, safe, atmosphere created during the learning activities which we contend are critical to the success of the course and the willingness to engage on the part of the participants.

This atmosphere is not necessarily something that is explicitly articulated as part of the course design but depends heavily on the combined attitudes and behaviours of the course team – facilitators and coaches – and, crucially, the participants themselves who in recognising the safety of the environment, adapt their own perspectives to embrace this distributed cognition and use this to effectively progress their own professional practice.

This aspect of the learning environment could be further aligned to a student-centred philosophy of learning and teaching, wherein attention is paid to the three dimensions of ‘student engagement’ - the emotional, cognitive, and behavioural (Kahu, 2013). Drawing on research on these dimensions, it is suggested that a fundamental focus on the emotional aspect of student engagement and concentrating on how learners are ‘feeling’ – whether they are experiencing a sense of belonging and readiness to participate – will support and enhance the learners’ cognitive and behavioural engagement.

The recommendation coming out of these findings is that this facet of course design is considered in depth during the course design phases – as an integral part of the overall design strategy – and monitored over the duration of the course to ensure its continued presence and impact.

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Appendices

Appendix number	Appendix title
Appendix 1	Comenius University Bratislava (UNIBA) Innovative teaching that inspires good learning: A professional development course for PhD. students and early-career teachers Course handbook Academic Year 2021-2022 (English language version generated by Google Translate)
Appendix 2	University of Economics in Bratislava (UEB) Handbook for course participants: Introduction to Teaching and Learning in Higher Education (for beginning internal doctoral students) (English language version generated by Google Translate)
Appendix 3	University of Economics in Bratislava (UEB) Handbook for course participants: Teaching Skills Development to Improve Student Learning (for junior assistant professors with PhD.) (English language version generated by Google Translate)
Appendix 4	Proposed data collection and analysis
Appendix 5	Ethical Approval
Appendix 6	Questionnaire survey questions
Appendix 7	Interview Questions based on themes identified from the survey

Appendix 1

Innovative teaching that inspires good learning A professional development course

for PhD. students and early-career teachers

Course handbook

Academic Year 2021-2022



FILOZOFICKÁ FAKULTA

Univerzita Komenského
v Bratislave

GENERAL INFORMATION

1. Purpose of the course

This course aims to contribute to improving the overall quality of learning and teaching at Faculty of Arts (FA), Comenius University (UNIBA) by enhancing teaching competences of early career teachers who are engaged as teaching assistants and in some cases course leaders. The course shall provide the participants with theoretical and practical background for teaching at the university. The course expects to enrol 10-15 doctoral students and early-career teachers (PhD holders). It is offered in Slovak language to complement two existing courses: Effective teaching for internationalisation and Academic writing for publication that have English as the language of instruction. The course is prepared and offered as part of the HOSUED (Designing Holistic and Sustainable Educational Development to Improve Student Learning) project.¹

¹ Disclaimer: The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Course website

<https://fphil.uniba.sk/sluzby/impact/kurz-ako-dobre-ucit-na-vs-v-slovincine>

2. Expected learning outcomes for course participants

By the end of the course, course participants are expected to be able to:

- prepare and facilitate classes with small and large groups of students while applying student-centred approaches and using a range of active learning methods
- design and implement valid methods for assessing student learning outcomes in cooperation with the course leader and other course facilitators and as independent assessors
- critically reflect on the outcomes of own teaching and student learning by using student feedback, peer feedback and outcomes of student work
- evaluate the outcomes of own teaching and student learning in a SOTL research paper

3. Course accreditation

The course is accredited on national and international levels. The national accreditor is the Faculty of Arts at Comenius University in Bratislava. Course graduates who are doctoral students will be awarded 6 ECTS credits for completing each semester of the course.

The course is also accredited internationally by the Staff and Educational Development Association (SEDA) under the auspices of its [Professional Development Framework](#) (SEDA-PDF) and the [SEDA-PDF Award Supporting Learning](#). Course graduates are awarded a certificate from SEDA.²



SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education, and is seen by many as the shaper of thought and initiator of action in staff and educational development, not only in the UK but in the international domain also.

4. Course team³

a. Course coordinator

Pleschová, Gabriela, PF HEA, *Comenius University in Bratislava*, Slovakia
(gabriela.pleschova@uniba.sk)

b. Workshop leaders/coaches

Dvorská, Darina, *Comenius University in Bratislava*, Slovakia (darina.dvorska@uniba.sk)⁴

Hlavatá, Lucia, *Comenius University in Bratislava*, Slovakia (host-hlavata1@live.uniba.sk)

Medved'ová, Jana, *Comenius University in Bratislava*, Slovakia (jana.medvedova@uniba.sk)

Pleschová, Gabriela, PF HEA, *Comenius University in Bratislava*, Slovakia
(gabriela.pleschova@uniba.sk)

² Appendix A contains the actual SEDA values and outcomes as they are represented by this course.

³ To learn more about the course coordinator and session leaders, consult their bibliographies in Appendix B.

⁴ Serves as the coordinating coach.

Sedláková, Markéta, *Masaryk University, Czech Republic* (sedlakovamarketa@mail.muni.cz)

Strakoš, Jozef, *Comenius University in Bratislava, Slovakia* (strakos@fedu.uniba.sk)

Varchola, Jaroslav, *Comenius University in Bratislava, Slovakia*
(jaroslav.varchola@fmed.uniba.sk)

c. Course administrator

Hlavatá, Lucia, *Comenius University in Bratislava, Slovakia* (host-hlavata1@live.uniba.sk)

5. Course methods, format and structure

This course uses active learning as the key method through which participants are to develop knowledge and skills in this area—an underlying learning principle for all instruction. By active learning it is meant that participant teachers predominantly learn through other ways than listening to workshop facilitators and reading assigned materials; in other words, the course facilitators model the nature of the instruction participants are encouraged to take up. During the course, facilitators create a range of opportunities for participants to formulate their own understanding of studied concepts, to trial new teaching and learning methods, to collaborate with peers in small groups and to exchange feedback. Furthermore, participants are encouraged and mentored to implement active learning in their own classes via

- 1) a series of 8 **face-to-face workshops** totalling 24 hours. The purpose of these workshops is to help participants to become competent and confident facilitators of learning. To achieve that, the participants learn such key concepts as student-centred learning, reflective teaching, constructive alignment, formative and summative assessment and scholarship of teaching and learning, and how these can be used in course and session design, course facilitation, feedback and assessment. The workshops should help participants to increase the repertoire of teaching strategies they can use to encourage active learning and peer learning. The workshops are supported by take-home assignments, pre-workshop reading assignments and short written exercises (semester 1). The attendance of the workshops is mandatory, however, if a participant can not exceptionally attend a workshop, they can complete instead a task that is assigned by the workshop facilitator(s).
- 2) **a course design section**, whereby participants work to develop three or more course sessions that follow the principles of facilitating good learning. During this part, participants also design a plan for researching course outcomes. While working on both tasks, online coaches (from among the session leaders of the face-to-face workshops) support participants by providing them with guidance and feedback. During this period, participants meet with their peers and facilitators to showcase their progress with the class and research designs. During this meeting participants share ideas that are to be implemented in own teaching and how they intend to evaluate the impact of their new teaching design on student learning (semester 2).
- 3) **a teaching section** where participants teach the three or more sessions to a cohort of undergraduate or graduate students. Each participant is required to invite at least one

colleague to observe his/her class and complete an observation form provided by course organisers (semester 2).

- 4) **a teaching evaluation section** whereby participants write a paper evaluating and reflecting on student learning. Participants are encouraged to present their paper at the 2022 EuroTLC (European Conference on Teaching and Learning Politics, IR and European Studies) which will be held in Bratislava and at other events including those recommended by course organisers during at a later time (semester 2).

6. Course fees and funding

There is no participation fee. The course is supported through an Erasmus+ grant, which covers the costs of the course including attending the workshops and the subsequent coaching component.

7. Eligibility and application

a. Eligibility

Doctoral students from all fields of study of Faculty of Arts, Comenius University in Bratislava including faculty members who already hold a PhD degree. Prospective participants are expected to teach in the Spring 2022 semester to be able to fulfil the requirements of this course. Teaching engagement in Spring 2022 should entail the independent teaching of at least three sessions of a course (seminars, lectures, tutorials etc.) and, preferably, participation in student assessment.

All applicants should have prior teaching experience (teaching at least several course sessions at either the Bachelor's or Master's level). If an applicant thinks of enrolling the course but does not yet have a teaching experience, he/she is advised to contact the course administrator.

Even if the course is held in Slovak language, applicants are expected to be able to read assigned course materials in English language.

b. Application:

Interested applicants are required to submit the following documents:

1. *Curriculum vitae (1-2 pages)*

The applicant's CVs should highlight educational background, previous and current teaching-related responsibilities, teaching and research interests.

2. *A short reflective essay on the applicant's teaching experience (800 words).*

In this essay, the applicant should discuss the following questions:

- What characterizes the course(s) the applicant has taught so far? (Name, subject, class size, level, class composition, number of sessions per week, length of the sessions, student preparedness, etc.) What was the applicant's main role? (Seminar leader, teaching assistant, independent lecturer, etc.)

- If the applicant has taught more than one course, it is preferred that—after listing all courses taught—he/she singles out one course and discusses that course in the rest of the essay.
- How did the applicant teach? (Prevalent teaching methods, experience with using other methods—e.g. lectures, discussion, lab activities, games, simulations, etc.)
- What was one aspect of the applicant's teaching that went well? What were the biggest challenges experienced and how did he/she deal with them?
- With whom and how frequently does the applicant usually discuss teaching? What do these conversations on teaching entail and how useful are they for the applicant's development as a teacher?

3. *Motivation letter (400-600 words)*

The applicant should address their motivation to participate in the course and their future plans and ambitions as educators. In this, they should consider the following questions:

- What has been their main reason to apply for this course?
- What characterizes good teaching?
- What kind of educator does the applicant want to become? What does the applicant currently do to improve as a teacher?
- How does the applicant like to see himself/herself as a teacher at the end of the course in relation to how they see themselves today? What important developments does the applicant have in mind?

Participants are welcome to discuss their application before submission with the course coordinator, Dr. Lucia Hlavatá via email (see above) or over the phone (02 9013 2051)

c. Criteria for assessing the applications

We offer 15 places for teachers from Faculty of Arts, Comenius University in Bratislava. The following criteria will be used to select the course participants:

- applicants' level of interest in participating in the course including a commitment to teach a course (or course sessions);
- applicants' level of commitment to work as a teacher and to improve their own teaching as well as their students' learning experience; and
- the overall quality of the application.

8. Pre-course assignments

By 25 September 2021, participants are required to submit a syllabus of the course they taught recently and a class plan, if possible (CDO: 2,3).

9. Assessment of participant progress

During the workshops, participant performance is assessed formatively, that is, they receive feedback on their assignments so that they can identify their strengths and areas where they need

further work. As the major assignment, participants are required to design and implement a microteaching demonstration and submit a written assignment reflecting on their microteaching experience. Successful completion of the microteaching demonstration and its follow-up assignment is a condition for advancement to the online segment of the program. In justified cases, the participants can submit a different written assignment, in which they demonstrate achievement of course learning outcomes.

During the online segment, participants are to submit five written assignments. All these assignments are expected to be completed according to the participants' best effort. For those assignments that require the submission of a first draft and a final version, submitting both documents is a requirement for the successful completion of the course. Final versions should incorporate revisions that address suggestions and concerns raised by the participant's coach in his/her feedback on the first draft.

Each of the assignments should be submitted by the deadline. While the course coordinator and coaches can accommodate emergency situations and changes in the participants' obligations, participants are expected to communicate any changes as soon as possible. Coaches may choose to remind course participants of impending deadlines, but it remains the participants' responsibility to submit assignments on time and communicate with their coaches when assistance is needed.

Coaches and course participants should consider keeping electronic and/or printed copies of all of their assignments and feedback so that they can consult them later.

10. Course website

Up-to-date information for course participants is to be found on the [course website](#), while detailed exercise descriptions and instructions are available in the course's virtual learning home in the UNIBA MS Teams.

THE WORKSHOP SERIES

In the first semester participants attend a series of face-to-face workshops.

1. List of theories introduced during the workshops

a. General approaches to learning and teaching

Student-centred learning

Reflective teaching

Scholarship of teaching and learning

Peer learning

b. Concepts

Bloom's taxonomy

Constructive alignment

2. Participant activities

a. Dates, topics and facilitators of workshops

Workshops start at 9:00 and finish at 12:30 with two short (15 min) breaks in between. The course will take place on Fridays. For exact dates, see the table below, which also includes relationship of the topics to SEDA values (V), core development outcomes (CDO) and specialised outcome (SO).

In case of university closure or restrictions on free movement of individuals, the workshops will be offered online via MS Teams.

A reading list for the workshop series can be found in Appendix C (CDO: 1,2,3).

Nr.	Topic	Date	Facilitator
1.	Student-centred learning and class planning; Course introduction and introduction to SEDA (V:1,4,5; CDO: 1,2,3; SO: 7)	1 October 2021	Janka Medved'ová Gabriela Pleschová
2.	Using active learning methods in small group learning I.: academic debate, gamification (V: 1,2,4,5; CDO:4)	15 October 2021	Lucia Hlavatá
3.	Using active learning methods in small group learning II: Oxford tutorial (V: 1,2,3,4; SO: 5,6)	29 October 2021	Jaroslav Varchola
4.	Using active learning methods in small group learning III: Dialogue-based learning, research-based learning and collaborative reasoning (V: 1,2,3,4; SO: 5,6)	12 November 2021	Darina Dvorská
5.	Using active learning methods in large group learning (V: 1,2,3,4; SO: 5,6)	26 November 2021	tbc
6.	Using learning technologies. Online learning.	10 December 2021	Markéta Sedláková
6.	Assessing student work (V: 1, 4,5; CDO: 4; SO: 5,6)	17 December	Jozef Strakoš
7.	Microteaching demonstration (CDO: 4; SO: 5,6,7) Microteaching written assignment	10 January 2022 17 January 2022	various facilitators

b. Assignments

The first semester ends with participants completing a written assignment, which is a mandatory assignment that participants must complete successfully in order to pass the first part (semester 1) of the course.

1. *Post-microteaching written assignment (V:5; CDO: 1,2,3,4; SO:5)*

After microteaching, participants are asked to schedule at least an hour to examine and reflect on their own teaching based on three sources of information:

- a) written 'learner' and facilitator feedback,
- b) own recall/emotional response and
- c) assessment of own teaching based on the video recording.

Participants are asked to complete the written assignment that consists of three parts in which they reflect on microteaching based on remembering the exercise, watching video, reviewing learner and facilitator feedback and making overall conclusions for their future teaching (for detailed pointers see Appendix D). They submit the written assignment via the course VLE. Group facilitators read the assignments of those present in their group and assess whether or not the assignment meets the course learning outcomes (see Appendix E). If the assignment does not meet the requirements in the first instance, the participants may resubmit it once.

THE COACHING ELEMENT

The online segment of the course consists of a teaching and research design section, a teaching practicum and a teaching evaluation section based on a series of written and oral assignments to be completed by participants. The online part lasts from mid-January 2022 until June 2022. Each participant is assigned a coach with whom they consult about their teaching practice and from whom they receive guidance and feedback on assignments. Completing the workshops is a prerequisite for enrolling in the online segment. Participants sign up for the online part together with the workshops.

1. The coaching relationship

a. The coach

A coach is a type of mentor whose role is to guide, advise and support a teacher to achieve the course outcomes. Coaches support participants through consultations and feedback. They are all familiar with the requirements of SEDA. Consultations between the coach and the participant teacher should mainly relate to course assignments and can be initiated by either side. Coaches are expected to devote about 9 hours to guiding, advising and providing feedback to each of their coachees. Coaches may also be consulted about any difficulties course participants experience during their teaching practice.

b. The course participant

Each participant has the opportunity to list his or her preferred choice for a coach among workshop leaders by no later than 12 January 2022. Participants are encouraged to base their preference on professional criteria such as the nature of their learning exercise, discipline, etc. Participant preferences are honoured as best as possible given the requisite of equal number of participants per coach. Participants are informed about their coach in 48 hours.

Participants are required to contact their coach to schedule a video call (via Skype, Zoom, MS Teams or another mutually agreeable video conferencing software) or meet in person by no

later than 17 January 2022 to discuss the upcoming tasks and establish a routine for communication.

The participant has the right to receive feedback on their work, i.e. the assignments that are submitted as a draft and then a final version in a timely fashion, i.e. within 7 days after the submission deadline. If the coach is busy with other responsibilities, he or she is expected to indicate within this timeline when the response will be given. In case the participant receives no timely feedback, they are advised to contact their coach and, lacking a response, the course coordinator as soon as possible. This does not apply for late submissions—in this case, the swiftness and depth of the feedback depend upon the coach's schedule.

c. Communication

The coach and the participant can meet in person, when this is feasible for both parts, or communicate via email, phone and/or various online means. Both the coach and the participant are expected to access and respond to their emails in a timely manner. When using a video conferencing software, it is recommended that calls are recorded so that the participant can revisit comments from his/her coach.

The language of communication between the coaches and course participants is Slovak/Czech.

2. The (virtual) classroom

The course has its own e-learning platform: UNIBA MS Teams. Upon admission to the course, participants receive the link to this online platform where, after registering, they can access course documents. Detailed assignment descriptions, templates, reading materials, etc. are posted to this site. Participants (and coaches) are advised to check the site at the beginning of each week to see if there is new information posted. Participants are required to submit all their assignments via this platform and it is where their coach will post feedback on assignments.

3. Participant activities

a. Expected hours of study/work per week

On average, participants are expected to devote about 3 hours per week to course related activities excluding their teaching hours. This is likely to be unevenly distributed across the weeks.

b. Schedule of assignments and meetings during semester 2

A description of assignments and their relationship to SEDA values and outcomes follows the table.

Assignment Category	Assignment Tasks	Due Date
From semest 1	Microteaching written assignment	17 January 2022
--	Skype or other communication with coach	17 January 2022

1. Design for student learning and research design	a) Workshop I: Poster session on class design		31 January 2022
	b) Proposal for the teaching innovation	1 st Draft	14 February 2022
		Final Version	28 February 2022
	c) Written research design	1 st Draft	14 March 2022
		Final Version	25 March 2022
	d) Session plans	1 st Draft	1 April 2022
		Final Version	8 April 2022
2. Teaching practicum	Teaching the course and data collection		11 April - 6 May 2022
	Information session on class observation		TBD
	Peer observation of classroom activities		11 April - 6 May 2022
	Reaction paper on peer observation feedback		10 May 2021
3. Coffee and cake meeting	Informal meeting to discuss experience of teaching practice with peers and facilitators		TBD
4. Scholarship of teaching and learning paper	SOTL paper evaluating the outcomes of student learning	1 st Draft	27 May, 2022
		Final Version	10 June, 2022

c. Assignments

Course participants have a series of activities and assignments to complete during semester 2. These include both written assignments, which are broken down into several tasks, the meetings and the teaching practicum. The descriptions below give a general sense of the nature of these assignments; detailed instructions will be distributed well ahead before the assignment deadline via the online course platform.

Assignments marked with an asterisk (*) below are submitted twice: as a draft version and a revised version following feedback.

1. *Design for student learning and research design*

This design for learning assignment consists of the following four steps:

a) Poster session

During this workshop, participants present their ideas for teaching innovation using a format of a poster. As part of the poster presentation, participants exchange ideas with their peers and facilitators to improve or refine their ideas (V: 1,2,3,4,5; CDO: 1; SO: 7).

b) Proposal for the teaching innovation*

As part of this assignment, participants describe what teaching innovation they wish to introduce to the classes they will teach. To count as an innovation, they

should prepare a learning activity with students that is not typically used in their department and is based on active learning. It is expected that the teaching innovation reacts to a teaching challenge that the participant identified based on their previous teaching practice.

c) Research design to evaluate the impact of learning*

Participants are also required to submit a 600-word essay on the research design relating to the evaluation of the impact of their teaching innovation. This essay should contain information on data collection instruments (survey, student assignment or exercise, classroom observation, etc.), proposed method(s) of analysis (qualitative, quantitative, or mixed methods), and a justification for their selection. If the participant introduces his/her own data collection document(s) (for example a self-designed student feedback survey), this needs to be submitted at this time as well V: 1,2,3,4,5; CDO: 5,6,7).

This research design is developed through two steps:

c. 1 Proposal

Participants start working on their proposal after their learning design has crystalized. The proposal is the first step to evaluate impact of their learning design and is done through filling out a questionnaire. Participants receive feedback on their proposal from their coach.

c. 2 Written research design

After considering feedback received during the presentation, participants are expected to present their research design in a well-written document that also contain their data collection instruments.

d) Session plans*

Participants prepare a 2-page outline for each of the three class sessions of their teaching. These session plan(s) should be based on the good practices of session design that course participants learnt about during the workshop 1. (V: 1,2,4; CDO: 4; SO: 5,7).

2. *Teaching practicum and data collection*

Once the coach approves the participant's research design, session plan(s), and, if relevant, the data collection instrument(s), the participant has to put those into practice during their teaching and collect the actual data in the Spring 2022 semester. Unless otherwise determined by their coach, participants are expected to teach at least three class sessions. Similarly, data should be collected on the outcomes of teaching in at least three classes (V: 1,2,4,5; CDO: 1,2,4; SO: 5,6,7).

3. *Classroom observation*

Classroom observation includes three activities. As part of the implementation of their teaching, participants are asked to arrange a one-time classroom visit of a fellow course participant or another teacher from their institution. Although only one observation is

compulsory, each participant is encouraged to arrange more than one colleague to visit and observe a few of their class sessions (V: 3,5; CDO: 1,2,3,4; SO: 5,6,7).

a) Information and instruction session

We invite participants and their observers for a brief two-hour meeting where we discuss the principles for effective classroom observation.

b) Peer observation of classroom activities

During the actual classroom observation, the visitor shall observe and take notes to complete the classroom observation protocol prepared by course organizers. The participant and the peer observer are expected to meet afterwards to discuss the visitor's comments.

c) Reaction paper on class observation peer feedback

After the observation and the talk to the observer(s), participants are asked to submit a 400-word paper where they reflect on what they have learnt from the observation form(s) and the follow-up discussion with their peer(s) and how this will influence their future teaching.

4. *SOTL paper on the outcomes of learning**

The 2,400-word Scholarship of Teaching and Learning (SOTL) paper describes the teaching innovation and analyses the results of student learning. Papers that successfully present the outcomes of student learning will be invited to be revised and presented during the ECPR Teaching and learning conference. (V: 1,2,3,4,5; CDO: 4; SO: 5,6,7).

d. Submission and resubmission of written assignments; appeals procedure

Participants submit all their written assignments through the course online platform by the deadlines stated in this handbook. Coaches are expected to offer feedback to each assignment within seven days or notify the participant if this is not possible due to some unexpected circumstances and inform the participant about when s/he is to receive the feedback. In case of assignments that require participants to submit a first draft and a final version, they are to submit the revised final version following coach feedback. If the participant does not submit the assignment by the given deadline, s/he can only have one additional opportunity to submit it, without a possibility of resubmitting. The revised version is assessed by the coach. In case the final version of an assignment—including the revised final versions mentioned above as well as one-time submissions—does not meet the given criteria, the participant has an opportunity to resubmit the assignment once. Participant can appeal against the coach assessment (a fail mark) by writing to gabriela.pleschova@uniba.sk. The course coordinator and coordinating coach decide about the appeal in seven working days.

OTHER ISSUES

1. Fostering a community of practice

The course organizers offer several opportunities for participants to engage in regular discussions about teaching and learning and receive feedback and advice from colleagues. It is expected that this will contribute to creating a community of practice among colleagues who consider teaching important, work to improve student learning, and support each other.

First, workshops offered in the first semester have been designed to stimulate collaborative learning and exchange of teaching and learning related opinion. Second, participants meet during the second semester to share ideas regarding their student learning design and to reflect on possible concerns, worries and difficulties encountered. Third, classroom observation is envisioned to foster dialogue with course participants and draw in other interested members of the faculty, hoping to extend the emergent community of practice. Finally, at the end of the course, participants meet in session to discuss the experience of their teaching practicum. These meetings are informal to stimulate an atmosphere of trust and sharing (V: 1,2,3,4,5; CDO: 1,2,4).

2. Contribution to course evaluation

Course participants are to fill out an online survey each at the beginning and the end of the course. The completion of the questionnaires is required, however opinions expressed therein have no bearing on the assessment of the participant's performance. The information collected is vital for the evaluation of the course's learning outcomes, and thus, to the completion of grant requirements. The survey questionnaires include questions about participants' pedagogic thinking and practices especially concerning their opinion on the course and other issues. The surveys will be available online.

Participants may also be asked to take part in an interview during the course. While participation in these is not mandatory, it would be greatly appreciated by the evaluation team. Interview dates are flexible and can accommodate the schedule of willing participant teachers.

ACKNOWLEDGEMENTS



This course is supported by a generous grant from the European Union's Erasmus+ program as part of the project entitled Designing Holistic and Sustainable Educational Development to Improve Student Learning, "HOSUED," No. 2019-1-SK01-KA203-060671.

To learn more about the project, visit <https://hosued.euba.sk/>

Appendix A: SEDA values and outcomes

SEDA VALUES AND OUTCOMES

A. Values (V)

Award (certificate) recipients will have shown how their work is informed by the SEDA Values:

1. Developing understanding of how people learn
2. Practicing in ways that are scholarly, professional and ethical
3. Working with and developing learning communities
4. Valuing diversity and promoting inclusivity
5. Continually reflecting on practice to develop ourselves, others and processes.

B. Core development outcomes (CDO)

Award recipients will be able to:

1. Identify their own professional development goals, directions or priorities
2. Plan for their initial and/or continuing professional development
3. Undertake appropriate development activities
4. Review their development and practice, and the relations between them.

C. Specialist outcomes (SO)

Award recipients will be able to:

5. Use a variety of appropriate approaches to enable learning
6. Use a variety of methods for evaluating their role in supporting learning
7. Inform their professional role with relevant strategy, policy and quality considerations.

Appendix B: Biographies

Darina Dvorská works at the Department of pedagogy and andragogy, Faculty of Arts, Comenius University in Bratislava. Her main areas of interest are pedagogical communication, methodology and pedagogical diagnostics. She is a project leader of I will become an ITeacher that uses video recordings from teachers' classes to improve quality of student learning.

Lucia Hlavatá studied pedagogy and she is now finalising her PhD. degree in political science. She has been a graduate from the ECPR (European Consortium for Political Research) Teaching and Learning summer school and a participant in the SEDA accredited course Effective teaching for internationalisation.

Janka Medved'ová serves as a chair of the Department of pedagogy and andragogy, Faculty of Arts, Comenius University in Bratislava. Her areas of focus include student-centred learning, history of pedagogy and theories of teaching and learning.

Gabriela Pleschová works at the Faculty of Arts, Comenius University in Bratislava. She is a graduate from Oxford University (2012, MSc. in Education) and her studies appeared in journals such as *International Journal for Academic Development*, *Studies in Educational Evaluation*, *International Journal of Mentoring and Coaching in Education*, *European Political Science* and *Journal of Political Science Education*. She is the co-editor of *Teacher Development in Higher Education. Existing Programs, Program Impact and Future Trends* (with E. Simon, Routledge, 2012). She is the leader of the ECPR Teaching and Learning summer school. In 2019, she was awarded the Principal HEA Fellowship by Advance-HE.

Markéta Sedláková works at the Department of Social Education at Masaryk University in Brno. She has been researching project-based learning and inclusive teaching. She teaches courses on sociology of education, reflective learning and multicultural education. She is now a participant in the SEDA accredited course Effective teaching for internationalisation.

Jozef Strakoš works at Faculty of pedagogy, Comenius University in Bratislava. He specialises on innovative approaches in higher education learning and teaching, He has prepared two toolkits for higher education teachers and introduced several courses for higher education teachers in Bratislava and in Trnava.

Jaroslav Varchola works at the Faculty of Medicine, Comenius University in Bratislava. He holds a PhD. from Biophysics and previously, he also studied Philosophy of Science at Oxford University. His research focus was originally light-induced therapy for treating cancer, nowadays, he is partially working on human brain research and philosophy of artificial intelligence. He is a founder of a program aiming at enhancing the skills of critical thinking at high school students. He moreover prepares a podcast on philosophy and science entitled *Kvantum ideí* (Quantum of ideas) prepared in collaboration with the daily newspaper *SME*.

Appendix C: Workshop preparatory material

Compulsory preparatory material

- Biggs, John (undated) "Aligning teaching for constructing learning," *The Higher Education Academy*, available from: <https://www.advance-he.ac.uk/knowledge-hub/aligning-teaching-constructing-learning>
- Collier, Amy (2013) "The Brave New World of Online Learning," TEDxStandford, available from https://www.youtube.com/watch?v=TRI9kmpNc6A&list=PLPOz3cfWsRjftCr_mNPDj--oADAM1dPoa&index=4&t=446s
- Delic, Haris and Senad Bećirović (2016) "Socratic Method as an Approach to Teaching," *European Researcher* 111(10): 511-517.
- Gachallová, Natália (2018) "Chapter 16. Using an online quiz as a formative tool in Latin medical terminology courses", in Gabriela Pleschová and Agnes Simon (eds.) *Early career academics' reflections on learning to teach in Central Europe*, London: SEDA, 162-170, available from <https://www.seda.ac.uk/Early-career-academics-reflections-on-learning-to-teach-in-Central-Europe>
- Kapp, Karl (2013) "Thinking about Gamification in Learning and Instruction," available from: <http://karlkapp.com/thinking-about-gamification-in-learning-and-instruction/>
- Kapp, Karl (2014) "Gamification- Separating Fact from Fiction," Chief Learning Officer, pp. 42-52, available from: [http://cedma-europe.org/newsletter%20articles/Clomedia/Gamification%20-%20Separating%20Fact%20from%20Fiction%20\(Mar%2014\).pdf](http://cedma-europe.org/newsletter%20articles/Clomedia/Gamification%20-%20Separating%20Fact%20from%20Fiction%20(Mar%2014).pdf)
- Madda, Mary Jo (2017) Why Technology Can't Fix Education. TEDxChicago, available from <https://www.youtube.com/watch?v=Lqjh24uq9tM>
- Malhotra, Helen (2021) "The Oxford Tutorial System: Explained by Oxford Students," available from <https://www.northeastern.edu/geo/voice/2020/03/30/oxford-tutorial-system-explained-oxford-students/>
- O'Neill, Geraldine and Tim McMahon (2005) "Student-centred learning: What does it mean for students and lecturers?" in Geraldine O'Neill, Sarah Moore, and Barry McMullin (eds.) *Emerging issues in the practice of university learning and teaching*, Dublin: AISHE, 27-36.
- Reid-Martinez, Kathaleen and Linda D. Grooms (2018) "Online Learning Propelled by Constructivism." In *Encyclopedia of Information Science and Technology, Fourth Edition*, IGI Global pp. 2588-2598, available from https://digitalshowcase.oru.edu/cgi/viewcontent.cgi?article=1000&context=recent_fac_pubs
- Rétiová, Alicia (2018) "Chapter 15. Peer feedback to facilitate independent learning among first- year sociology students," in Gabriela Pleschová and Agnes Simon (eds.) *Early career academics' reflections on learning to teach in Central Europe*, London: SEDA, 153-161.

Optional material

Kapp, Karl (2019) "What Research Says about Gamification," available from <https://www.youtube.com/watch?v=KdnQhMD3HCw>

Martin, Graham A. and Jeremy M. Double (1998) "Developing higher education teaching skills through peer observation and collaborative reflection," *Innovations in Education and Training International* 35(2):161-170.

Recommended reading on improving student learning experience

Higher Education Academy (2012) [*10 strategies to engage students with feedback*](#). York: HEA.

Pickering, James (2015) [*How to start using technology in your teaching*](#). York: Higher Education Academy.

Race, Phil (2009) [*In at the Deep End – Starting to Teach in Higher Education*](#). Leeds: Leeds Metropolitan University.

Appendix D: Post-microteaching written assignment

Microteaching self-assessment form (using video)

Participants are asked to reflect on their experience by completing

- Part A before watching the recording
- Part B while watching the recording
- Part C after having finished reviewing and reflecting on the recording

Then, participants will be asked to analyse the 'learner' feedback based on the observation sheets. Finally, they will look across the different information sources to draw conclusions and set goals for the future teaching.

1. Guided self-reflections

Part A. Before watching the recording, answer these questions.

1. How successful do you feel you were in achieving your learning outcome? On what basis do you make this judgment?
2. Has anything gone differently than planned? Do you know why?
3. What have you learnt while watching others teach?

Part B. As you watch the recording,

1. Make notes about anything that you found important, interesting or surprising about your teaching.
2. Review your notes and try to conclude if you have achieved your planned teaching outcomes.

A. After you watch the recording, answer these questions.

1. Compare your initial impressions with your responses from reviewing the recording. In what ways, if any, were your initial responses different from your responses during the recording? Why do you think this happened?
2. What conclusions do you draw from watching the recording?

2. Response to learners' and facilitator feedback form

1. What have the learners and the facilitator appreciated in your teaching?
2. What have the learners and the facilitator noted as things that did not go well enough or should be changed?
3. What conclusions do you draw from learners' notes?

3. Integrated response

Drawing on your reflections above, summarise in 4-8 paragraphs what you have learnt from the microteaching demonstration for your future teaching. What are the strengths of your own

teaching? What are the three main things you are going to change next time? What other smaller things do you plan to change?

Appendix E: Post-microteaching written assignment – assessment form

Facilitator's name:

Participant's name:

Manifestation of Course learning outcomes. In the table, say if the participant has achieved the course learning outcomes in the written assignment. Please use the following expressions for your judgement: **yes, partially or no**. Then circle the appropriate expression for the overall assessment. In the comment section below, provide formative assessment by explaining the marking in the rubric. Where relevant, offer suggestions for improvement. Use as much space as necessary.

Program Goals	Achieved	Comments
Prepare and facilitate classes with small and large groups of students while applying student-centred approach and using a range of active learning methods (SO: 7)		
Design and implement valid methods for assessing student learning outcomes in cooperation with the course leader and other course facilitators and as independent assessors (SO: 5)		
Critically reflect on the outcomes of own teaching and student learning by using student feedback, peer feedback and outcomes of student work (V: 2,5; CDO: 4; SO: 6,7)		

Overall Assessment: Pass Resubmit Fail

Overall Comments:

Appendix 2



University of Economics in
Bratislava (EUBA)

Faculty of National Economy

Department of Education



Handbook for course participants

INTRODUCTION TO TEACHING AND LEARNING IN HIGHER EDUCATION

(for first-year full-time doctoral students)



In 2021, EUBA has applied for accreditation of this course to the UK professional organization Staff and Educational Development Association (SEDA) against the Supporting Learning Award.

1 PURPOSE AND MAIN FOCUS OF THE COURSE

This course is intended for beginning internal doctoral students of all faculties of the University of Economics in Bratislava, who, in addition to their study duties, also provide part of the teaching of bachelor's or part-time students on engineering degree programs. In most cases, they enter university classes for the first time in the role of teachers and begin to look at the pedagogical process from a new perspective. The main goal of the course is to help them to get better acquainted with the main tasks of both subjects of the teaching process at universities (teachers and students) and their mutual relations and ties. Graduates of the course should be fully aware that the main role of university teachers is to help students in their learning so that their knowledge is deep and lasting and that they are able to apply it in solving problems and performing tasks in their future work.

The course is a basic pillar of the system of pedagogical education and professional development of university teachers at the University of Economics in Bratislava. Graduates will later be able to expand and deepen their knowledge of it within the framework of the other two pillars of educational activities organized regularly for teachers who will work in higher education even after completing their doctoral studies.

After completing this course, participants will be able to:

- analyze the educational needs and learning style of their students,
- continuously adapt the teaching process to them so as to lead to and support students' in-depth learning,
- set and correctly formulate relevant teaching objectives for individual lessons (seminars / exercises),
- to orientate in a wide range of teaching methods, organizational forms and means of teaching, including modern digital technologies, and to assess the suitability of their usability for the fulfillment of the set goals of teaching,
- choose and use the right teaching and learning methods for individual exercises, choose appropriate communication techniques and presentations when working with students,
- use appropriate methods of student assessment and the degree of achievement of the set learning objectives,
- use feedback from students for regular self-reflection on their pedagogical work,
- plan and implement measures within their own professional development leading to a higher quality of students' learning and continuously evaluate their adequacy.

2 INTERNATIONAL ACCREDITATION OF THE COURSE

The course is designed to meet strict international standards for professional development systems for university teachers. In 2021, EUBA has applied for accreditation of this programme to the UK organization SEDA (Staff and Educational Development Association), whose main mission is to improve higher education(HE) through the professional development of HE teachers for the benefit of students, staff and the general public. In addition to research, support and educational activities in this area, the organization has created a SEDA-PDF (SEDA's Professional Development Framework), which provides recognition to institutions, accreditation of their professional development programs and recognition of individuals who are successful. The framework created includes a number of awards for accreditation of different types of professional development, all awards are based on the fulfillment of five SEDA values (hereinafter "S", SEDA Values) and four basic outputs of professional development (hereinafter "CDO"). Core Development Outcomes). At the same time, each type of award also requires the fulfillment of additional specialized outcomes (hereinafter "SO"). More detailed information on the SEDA professional development framework is available at: [: https://www.seda.ac.uk/professional-development-opportunities/seda-professional-development-framework-seda-pdf/what-is-seda-pdf/](https://www.seda.ac.uk/professional-development-opportunities/seda-professional-development-framework-seda-pdf/what-is-seda-pdf/) .

By successfully completing this course accredited under the Supporting Learning Award, its graduates should demonstrate the fulfillment of the following values and related outcomes:

a) SEDA values:

V1 = developing understanding of how people learn

The course provides several opportunities to explore different theories, models and learning styles, and participants will learn how their knowledge can be used to support students' learning.

V2 = practicing in ways that are scholarly, professional and ethical

Course participants will demonstrate that they can use recommendations from the literature and examples of good practice in their own teaching.

V3 = working with and developing learning communities

In the course, participants will work together on the development of their own teaching practice in several assignments, and will also demonstrate that they know how to design and use different ways to support students' learning with and from others.

V4 = valuing diversity and promoting inclusivity

All course participants should have secure access to learning opportunities, while demonstrating that they can appreciate the diversity of their students and are able to tailor their teaching to their individual needs.

V5 = Continually reflecting on practice to develop ourselves, others and processes.

The course provides several opportunities to compare the initial goals of professional development and gradual evaluation of their fulfillment and reassessment of new goals of self-development. Within the individual outputs, participants should demonstrate that they can also identify opportunities to support the development of other people and the processes with which they come into contact.

b) Core Development Outcomes = graduates of the course know:

CDO1 = identify their own professional development goals, directions or priorities

Course participants will demonstrate that they are able to set appropriate, relevant goals for their own professional development.

CD02 = plan for their initial and / or continuing professional development

Course participants will demonstrate that they can plan their own professional development based on the set goals.

CD03 = undertake appropriate development activities

Several outputs of the course are focused on the design and implementation of suitable development activities by course participants (individually or in pairs / groups).

CD04 = review their development and practice to develop ourselves, others and processes

Course participants will demonstrate that they are able to evaluate their professional development in relation to their own pedagogical practice.

c) **specialist outcomes** for the area of student learning support = course graduates know:

SO5 = use a variety of appropriate approaches to enable learning

The participants of the course will demonstrate in several outputs that they can suggest different ways to support the learning of students, e.g. by choosing and using various adequate teaching methods or means, communication techniques, digital technologies. Participants must be able to justify how their suggestions facilitate the learning process, lead to in-depth learning and respond to the educational needs of individual students.

SO6 = use a variety of methods for evaluating one's own role in supporting learning

In close connection with SO5, course participants must demonstrate that they can identify the educational needs of individual students and use various concepts in their work to support and enable in-depth learning.

SO7 = inform their professional role with relevant strategies, policies and quality considerations

The course participants will demonstrate that they can evaluate students in a meaningful way in a constructive manner in accordance with the aims and methods of teaching and that they can use the feedback from the evaluation of teaching to further professional development and improvement of their teaching in accordance

A general description of how to achieve the stated values and outcomes of the Student Learning Support Award in this course is given in the original version from the accreditation file of the course in Annex A.

3 ORGANIZATION OF COURSE ACTIVITIES DURING THE ACADEMIC YEAR

The course is divided into two semesters (ideally during the first year of doctoral studies), in which the individual outputs of professional development are gradually achieved through various activities. In the first semester, teaching takes place in the form of six joint workshops, which place great emphasis on the activity of participants and the creation of the required outputs within the individual workshops, respectively. individual work, but especially joint work in pairs or groups in the period between individual workshops. To successfully complete the course, each participant must actively participate in at least four of these workshops. Even in the case of absence from a workshop, they must demonstrate the achievement of related professional development outcomes by elaborating and submitting the related required outcomes. There are a total of nine (O1 to O9) for the entire first semester and each participant must process and submit all these outputs in the required quality (according to the assignment individually / in pairs / in groups).

The second semester of the course consists of the preparation of two individual outputs of individual course participants and subsequent joint meetings with the participation of several members of the teaching team for the presentation and mutual evaluation of the prepared outputs. Each participant must process both outputs at the required quality level and actively participate in both joint meetings. These are the outputs / activities:

a) individual professional and methodological preparation for micro-teaching (elaboration of a methodical analysis of a part of the chosen lesson from the subject taught by the course participants - its basic structure is given in Annex B). Subsequently, at two joint meetings, each will carry out micro-teaching according to their preparation in the range of 20-25 minutes, and in the following joint discussion, its output will be analyzed and evaluated (approximately 5-10 minutes). The micro-teaching itself will be recorded and each participant will receive his / her video at the end - based on it and based on the results of the discussion, he / she will evaluate whether he / she managed to teach in accordance with the preliminary methodological analysis and identify and justify the differences in writing. As an output of this activity, each participant submits their original methodological analysis together with a brief evaluation essay comparing the plan with the real course of micro-teaching (recommended scope of the evaluation essay: approx. 200 - 400 words) (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**);

b) individual preparation of a case study describing the chosen situation related to teaching at the university (each course participant will have a mentor assigned according to their topic from the team of lecturers, with whom they will be able to consult the prepared case study in case of questions) - target group to solve the case. studies will be his classmates from the course. The chosen situation can be an inspiring example of good practice or a problem that according to the course participant needs to be solved. The recommended length of the text of the case study is about 2 pages (500 - 900 words). At the two final joint meetings, all prepared case studies will be gradually analyzed, always under the guidance of their author (approximately 30 minutes to analyze the described situation and discuss it, including a final summary and evaluation of the results of the discussion by the author) (**V: 2, 3, 5; CDO: 4; SO: 7**).

Compliance with the individual requirements for both outputs of the summer semester will be assessed by the assigned mentor according to the related evaluation criteria set out in the form in Annex C, including in relation to the relevant values and outputs of the Student Learning Support Award.

4 TEACHING OBJECTIVES , PROCESS AND MAIN OUTPUTS OF WORKSHOPS

Individual workshops lasting 8 teaching hours will take place with the main goal of searching together and finding answers to the following questions (title of each workshop):

WORKSHOP 1: Why am I on this course? What are my students like and how do I approach them?

After completing the workshop, participants will know (V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6):

- characterize the concepts of teaching and learning in their interrelationships,
- describe the position and interrelationships of teachers and students during teaching,
- distinguish between student-oriented teaching and teacher-oriented teaching and analyze their advantages and disadvantages from the point of view of both teacher and students,
- compare in-depth learning and superficial learning and give examples of situations from one's own experience with higher education that have led to each of them,
- summarize the most important didactic principles and explain the benefits of their use in teaching to increase its effectiveness,
- analyze and diagnose the group of students they teach, in terms of their level of knowledge and skills, preferred learning styles, cognitive needs, etc.,
- assess the interference between one's own teaching style and students' learning style,
- select and adapt teaching methods and principles to different learning styles of students so that it generally suits the majority, but in the case of interaction with one student's individual learning style,
- apply different ways of motivation in teaching so that the educational needs of students focused on different areas of motivation are met,
- explain the importance of feedback for the student and the teacher and use it for self-reflection and self-regulation in further pedagogical activities.

Course and content of the workshop:

The first workshop will start with active group work in search of an answer to the question: What happens to university students during their five years of bachelor's and engineering studies? After mutual discussion, each group summarizes the main conclusions in the graph, where the x-axis will show the passage of time in the years of university studies and the y-axis will be the "variables" identified by the group - the curves show their expected development over time. They will then explain it to the rest of the group and, based on the results of the discussion in the whole class, adjust their chart if necessary and add a clear legend / brief explanation.

University teachers do their job for their students. Therefore, they should constantly think about what individual lessons should look like, through the lens of their students' needs. In the joint discussion, the course participants will get acquainted with the individual values of SEDA (V: 1 - 5), the expected outcomes of the whole course (CDO: 1 - 4; SO: 5 - 7) and their relationship to the essence and individual activities of the course, which is accredited in under the **Student Learning Support Award**. The whole course is designed to gradually guide the participants through the various components of the teaching process and make it easier for them to reflect on its preparation, course and evaluation so that they can better adapt it to their students and stimulate their learning. The whole organization, selected topics and requirements for successful completion of the course (active participation, portfolio of 9 outputs in connection with the topics of workshops in the first semester as well as activities and outputs of the second semester) are aimed at fulfilling this goal.

Teaching versus learning, the position of the teacher and the student in the teaching process: teaching is not a one-sided activity of the teacher, but a process that is mainly intended to support students' learning. Mutual discussion on the roles of teacher and student as two subjects (manager and managed) in this process is a starting point for the following topics.

Student-oriented teaching versus teacher-oriented teaching, in-depth learning versus surface learning: case study solution and discussion of selected passages from scientific / professional articles on the issue with conclusions:

- a) the teaching process takes place for the benefit of the students and should therefore be adapted to their educational needs and learning style,
- b) the orientation of the chosen teaching strategies to stimulate students' active learning supports in-depth learning, which not only develops their creative economic thinking, but also supports the sustainability of their knowledge and skills by better stimulating memory processes.

Didactic principles: regardless of the specific subject, goals and content of the curriculum, pedagogical theory distinguishes several principles, the observance of which leads to better learning outcomes of students and thus to a more effective teaching process - discussion of individual principles and possible ways to apply them in economics at university.

In the second part of the workshop, emphasis will be placed on the use of a humanistic approach to learning, originally based on the psychotherapeutic approach of C. R. Rogers, which was later applied to education. This style assumes that there is a natural tendency for a person to acquire new knowledge and learning is effective when the personality is in a stimulating environment. Part of this environment at the university is a teacher who is to be a facilitator of the development of the student's personality from a professional point of view, but also from a personality point of view.

Within this part of the workshop, an integrated thematic method of teaching will be used, which will connect the areas, resp. topics related to knowledge of cognitive and other personality characteristics of students (abilities, knowledge, skills, cognitive needs, learning style, motivation,

attitudes, interests ...) and knowledge in the field of learning psychology - ways of motivation, providing feedback, knowledge transfer. During the workshop, activating teaching methods will be applied, which will allow to deal in an interesting and active way with the problems that course participants themselves encounter in pedagogical work, and will also demonstrate how teaching can be revived in each professional topic. Specifically, they will be used: group discussion, work in small groups, work in pairs, individual work, brainstorming, filling out a questionnaire, role playing. Using these methods, we will be looking for answers to the following questions with the course participants:

- What are my students like and what do I expect from them? Am I happy or dissatisfied with them? Why?
- Do I remember what I expected from my teachers a few years ago? Do I know what students expect from me? Am I even interested? Why yes / no? (individual completion of the feedback sensitivity questionnaire and evaluation of the result)
- How do I teach? How do students learn? Do I respect students' different learning styles? (examples of methods for diagnosing learning styles)
- How do students behave in my classes? Are they active? Are they passive? When? Why? What affects this?
- How do I activate and motivate my students?
- How do I know that the students understood the topic? What do I do to make my students' knowledge deep, comprehensive and lasting? (positive specific and non-specific transfer, activity, clarity, adequacy, science, repetition, control)
- When do I feel good / bad about exercise? What feedback do I get from students? What did I decide to change in my way of working and in my approach to students based on the workshop? How do I do that? (self-reflection and self-evaluation - setting two personal goals)

Transmitted outputs (O) related to WORKSHOP 1:

O1: graphical representation of the development of identified variables in the development of students during university studies with special emphasis on those that the university teacher can influence at least to some extent (prepared and discussed by groups of participants + supplemented by a brief legend and explanation after presentation in front of the whole class (**V: 1, 4, 5; CDO: 4; SO: 6**))

O2: a proposal for a system of motivating students prepared by the participants for a specific lesson and in general during the semester with regard to the cognitive, social and performance area (**V: 1, 3, 4, 5; CDO: 1, 2, 3; SO: 5, 6**) according to the following dispositions:

- a) each participant chooses a specific topic / lesson and shows which incentives he / she will use to motivate students. At the same time, it identifies which areas of motivation were represented, e.g. cognitive motives (uncertainty, difficulty, clarity of information, etc.), social motives (group work, competition, etc.), performance motives (allocation of points, etc.). Attention will be paid to the diversity of motives to suit different types of students and their different learning styles and needs;

b) the participant proposes a system of continuous motivation of students throughout the semester in the subject he / she teaches. It is important to continuously monitor the work and performance of students with precisely defined criteria, which will affect the overall evaluation of the student in the subject at the end of the semester.

WORKSHOP 2: How do I set learning objectives? How will I teach? (Brief introduction)

After completing the workshop, participants will know (**V: 1, 2, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**):

- use the chosen taxonomy of teaching goals for the correct formulation of adequate goals for the selected lessons,
- plan the appropriate goals of the lesson and adapt to them the appropriate way of working in the lesson and the way of verifying the achievement of the set goals,
- characterize the essence of selected teaching methods applicable in the teaching process at the university,
- explain the relationship of the teaching method to other elements of the didactic system,
- justify the importance of activating teaching methods in the teaching process at the university,
- assess the effectiveness and pedagogical effectiveness of teaching methods with regard to the specific pedagogical situation.

Course and content of the workshop:

Aims of education and training, taxonomy of specific teaching goals - although the teacher should adapt the teaching to the needs of students, the responsibility for the teaching process and its results lies with him. In order to evaluate the success of teaching, it is necessary to set appropriate teaching goals "tailored" to students. The taxonomies of specific goals are a suitable starting point for the formulation of specific goals in the teacher's work to be correct and to enable the teaching process to be implemented effectively. The participants of the course will get acquainted with selected theoretical starting points on the topic by using peer teaching - everyone in the group will be given the task to study the essence of another taxonomy and then explain it to others in the group. The joint discussion in the classroom will then be aimed at finding answers to how knowledge of goal taxonomies can help the teacher in his pedagogical work.

Goal setting and lesson planning - course participants practice in pairs the right choice and formulation of goals (each pair for a selected topic of exercise from a close economically oriented subject - such as the one they teach). Then they present and defend their goals (5-10 teaching goals) in front of the second pair within a 4-member group and adjust them to the final form on the basis of feedback and joint discussion. They will submit this in writing as an output (**O3**) to the portfolio, which will prove the fulfillment of several required course outputs.

Basic elements of the teaching process, constructive harmonization of teaching goals, teaching / learning methods and evaluation of students within the lesson - following the goals set by each pair,

they will be given the task of discussing how to work on the exercise individual goals to be achieved and whether it is possible to meet all the goals of the topic with the activities they have suggested in a given time of the exercise. At the same time, they will discuss appropriate options for verifying whether the individual objectives have actually been achieved. The task emphasizes the importance of the theory of constructive harmonization of teaching goals, teaching / learning methods and student assessment for a more efficient and effective teaching process supporting in-depth student learning. They will approach this theory through a self-study of an assigned article on a given topic and a short discussion of its reference (main ideas).

Overview of teaching methods suitable for economic education at universities - teaching methods form a key part of the teacher's pedagogical communication with students and provide an answer to how to proceed in the teaching process based on thought operations in order to achieve its goals. Within the interaction between teacher and student, it is a mutual cooperation in which the university teacher accepts the psychological, social and somatic individual peculiarities of the student and the student identifies mainly with the set goals of teaching, mainly on the basis of his personal activities. Teaching methods provide an answer to how to proceed in the teaching process in order to achieve the set educational goals. With them, the teacher tries to focus students' attention, activate their interest, perception, observation and thinking, and also organize their practical activities. Their task is also to consolidate and control the quality and quantity of acquired knowledge. Therefore, it is important that every teacher knows their essence and knows how to use them properly. Several experts compare the teaching method to the tools needed to perform different professions, and see it as one of the most important tools for teachers to achieve educational goals. Knowledge of different methods is very important for the work of a teacher at a university, because teaching methods transform and interpret the content of education in a specific teaching process and through them teachers lead students to learn new things.

The university teacher chooses teaching methods from a set of methods that he knows and can apply them didactically in teaching. It is therefore necessary for him to get to know them and verify the possibilities of their application in his own teaching. To do this, he needs to know the characteristics of the basic groups of teaching methods, as well as the criteria for their choice. The classification of methods is important because it allows the teacher to orient himself in their quantity and at the same time shows him the way to his own creative search and verification of optimal teaching methods. By mastering the classification of methods, the teacher is convinced that he cannot call any of them the best or the worst, but each, if creatively and properly applied, brings quality results under adequate conditions.

Knowledge of a wider range of teaching methods is also important because different topics (objectives and content of education) require the use of different teaching methods and different students are satisfied with different ways of working. The importance of mastering and using different methods also stems from the knowledge that the ability of long-term concentration is limited in time for students and the teacher can extend it if he meaningfully alternates several teaching methods in the teaching process. When choosing them, he should also take into account the performance curve of students, which fluctuates during the day. The teacher should think about

the most suitable teaching method already when planning and preparing the lesson based on its goals and determining factors. Together with the course participants, we will look for answers to the following questions:

What teaching methods do I have available when choosing them?

- Is the portfolio of teaching methods I know sufficient? (division of methods into traditional and activating, characteristics of selected groups of teaching methods in terms of teaching at the university)
- What factors influence the teacher in choosing teaching methods?
- What are the relationships between teaching methods and other elements of the didactic system? (relation of teaching method to teaching goals, teaching content, didactic principles, teacher, students, organizational form of teaching, teaching style, teaching style, material teaching aids, etc.)
- What are the advantages and disadvantages of different teaching methods? (pedagogical effectiveness of teaching methods, SWOT analysis of selected traditional and activating teaching methods)

Transmitted output (O) related to WORKSHOP 2:

O3: formulation of 5 - 10 teaching goals suitable for the selected topic of the exercise of an economically oriented subject (processing in pairs and discussion about them in 4-member groups: the final form is given after comments from the discussion) - it is important to observe the formal correctness of the formulation and criteria for correct goal setting, as well as the content relevance and adequacy of the set goals in terms of topic, exercise time and target group (**V: 2, 5; CDO: 4, SO: 5, 7**)

WORKSHOP 3: How will my students learn?

After completing the workshop, participants will know (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6**):

- state activating teaching methods suitable for use in seminars and exercises,
- explain what to focus on when applying dialogical teaching methods, t. j. discussion, conversation, dialogue: e.g. questions encouraging students to think, developing lower and higher order thinking through questions in the discussion, types of discussion, self-assessment of the ability to moderate a discussion (using a test), advice for successful dialogue and discussion, etc.,
- make appropriate use of problem-solving methods, e.g. black box method, brainstorming, brainwriting (creative application of knowledge and acquired practical skills, including independent selection of already established algorithms of various solutions, shift in students' intellectual development manifested by their complete independence in

researching and solving assigned problems, lateral thinking in their use, creative thinking in solving problems),

- appropriate use of the project teaching method (solution of complex theoretical or practical problems based on the active activity of students, SWOT analysis of project-oriented teaching),
- appropriate use of situational, research and research teaching methods (case studies, action research),
- appropriate use of other activating teaching methods (eg cooperative learning, simulation and staging teaching methods, etc.),
- apply various activating methods in their own seminars and exercises.

Course and content of the workshop:

Activating teaching methods and their use for the development of students' ability to acquire knowledge and learning independently - the use of selected methods of active learning in lessons with a smaller number of students (exercises, seminars).

When choosing methods of active learning, we will be based on the requirement that the teaching methods used in exercises and seminars support the activity of students up to the research and creative level. One of the prerequisites for a teacher's success is to understand what methods contribute to students being active and cooperating with each other in seminars and exercises. Through activating methods, the teacher should give students enough space for presentation and professional discussion. Their goal is also for students to learn critical thinking, argumentation, cooperation, interpretation of facts, to learn different ways of solving problems. The course participants should learn to choose the methods by which students solve specific study tasks, applying various logical and thought procedures, such as analysis, synthesis, comparison, analogy, generalization, concretization, induction, deduction.

In the course, we focus on conducting seminars and exercises, and therefore we choose their teaching method based on their essence. We will point out the advantages of a stable group of students, which will also influence the selection and implementation of teaching methods (with some teaching methods in an anonymous team, students are not interested in participating in activities). The choice of teaching method will also be influenced by the nature of the given form of teaching:

a) *in the case of a seminar*, it follows up on the lecture and its aim is to deepen and apply the theoretical knowledge gained in the lecture or during self-study. When choosing methods, the teacher should therefore assume that the seminar should be focused on intellectual activities and student presentations (not to replace the lecture with a smaller number of students). It should also be borne in mind that during the seminar, students should learn to use language resources appropriately to the communication situation and thus develop their communication skills. In seminars, with the active participation of students, theoretically and methodologically develop and deepen knowledge of subjects. The basic characteristic of the seminar is the activity of students, so we will focus on methods that enable their activation;

b) *in the exercises, compared to the seminar*, the practical activities of students, the training of skills and the application of theoretical knowledge acquired in the lecture to specific phenomena are more represented. Students' knowledge gained during lectures and independent study is consolidated and deepened here. Exercises should be an opportunity for students to practice intellectual skills (eg in solving economic tasks and examples), creative and interpretive skills, communicative skills.

In seminars and exercises, similar teaching methods can be used to activate students. However, it should be remembered that the practical activities of students should prevail during the exercises. From the teaching methods used in exercises and seminars, we will focus on dialogical methods (discussion, interview, dialogue), problem-solving methods, project solution, collaborative and cooperative learning, situational, research and research methods, simulation methods, staging methods, etc. Together with the course participants, we will look for answers to the following questions:

- How and where can I use specific teaching methods? (regulation and self-regulation of learning through teaching methods)
- What teaching methods would I choose for a particular lesson? (proposal and justification of the choice of teaching methods for a specific lesson / topic)
- Do I support sufficiently divergent thought processes of students? (how to produce ideas, alternative solutions, developing the student's responsibility for divergent production)
- How to make teaching at seminars / exercises more effective?
- How to increase students' willingness to participate in active teaching? (group atmosphere techniques supporting the use of activating teaching methods)

Transmitted output (O) related to WORKSHOP 3:

O4: proposal and defense of the use of selected activating teaching method applied at the seminar / exercise in the selected topic of the subject taught by the course participants - participants in pairs follow up on O3 from the previous workshop and prepare a proposal to use a specific activating teaching method suitable to meet one of . They will prepare it in terms of content (eg a brief concept of the content focus of the case study assignment, problem task, tasks for group work of students, formulation of the topic and goals of the discussion, etc.), briefly justify its link to the goal and describe the methodological use of it in class. Each pair will present their proposal for about 5 minutes in front of the other participants with an emphasis on a clear justification for their choice. Participants discuss the presented proposal. The presenting couple takes a position on the feedback and on the basis of it finalizes their proposal, which they submit in writing (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**)

WORKSHOP 4: How to effectively organize work on exercises and with what tools? What technologies can I use to increase the effectiveness of teaching and better student learning?

After completing the workshop, participants will know (V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7):

- define the concepts of organizational forms of teaching and teaching aids;
- evaluate the advantages and disadvantages of various organizational forms and teaching aids used in higher education;
- assess the suitability of their specific use in the chosen exercise / seminar;
- propose measures to increase the effectiveness of school teaching and students' home preparation;
- use the principles of differentiated approach to students;
- to design and assess the suitability of the use of teaching aids for specific subjects taught at the university;
- identify various possibilities of using digital tools to streamline the teaching process, specifically for:
 - to promote learning, facilitate the understanding of the curriculum,
 - to support the participation of students in teaching, the activation of students,
 - creating a positive attitude of students to the curriculum, subject and teacher,
 - to obtain feedback from participants,
 - information retrieval;
- identify different possibilities of using digital tools to facilitate the fulfillment of teaching goals in the context of taxonomies of teaching goals in all phases of the teaching process;
- adhere to the principles of scaffolding when using digital technology tools and to link several technologies during teaching, as well as to link digital technology tools with different teaching methods.

Course and content of the workshop:

Organizational forms and teaching aids in economic education at universities - organizational forms of teaching, ie the arrangement of conditions, are more or less given at the university. The teacher has either a lecture or a seminar / exercise. During the first part of this workshop, we will focus on the adequate use of time in these forms to make teaching as effective as possible. The course participants will use previous knowledge, especially about teaching methods. In the next part we will evaluate the possibilities of using work in other forms of teaching at the university of economics, such as. excursions, homework and tutoring students, resp. individual interviews during the teacher's consultation hours.

As part of planning the organization of teaching at the university, we will also analyze the suitability of the teaching aids used and the teacher's options in selecting them. The design and evaluation of the possibilities of using selected teaching aids will be the result of the portfolio of each course participant, who will design them for their subjects they teach. In this part of the workshop we will use the following teaching methods:

- brainstorming, dialogical methods in the motivational phase,
- heuristic, dialogical methods in the exposure phase,
- group work (assessment of readability of selected university textbooks), diagnostic methods (to provide feedback) in the fixation phase.

Use of digital technologies to increase the effectiveness of teaching and better learning of students - the aim of the second part of this workshop is to identify various possibilities of using digital technology tools to support learning in individual subjects taught at university. Another goal is to analyze the possibilities of using technology in the teaching process to support the involvement of students in teaching. Increased involvement of students in the teaching process leads to active learning, and thus to a more effective teaching process. Through the tools of digital technologies, students can gain a positive attitude not only to the topics covered, but also to the subjects themselves, as well as to the teacher. The tools of digital technologies can thus lead to increased motivation and activity of students. One way to streamline the teaching process and engage students in class is to enhance interactivity with interactive digital tools that make it easier to work with feedback. In this workshop, we also identify the possibilities of using tools to determine feedback and ways to incorporate them into teaching.

An important part of this workshop will be discussions on how digital technology tools contribute to the achievement of learning objectives in relation to the taxonomy of learning objectives. Although these tools usually speed up teaching processes and make it more flexible, we also point out that they cannot be an adequate replacement for a teacher's personality. We will define and discuss together the concept of scaffolding in the teaching process. The effectiveness of the teaching process is also ensured through digital technologies in that they can help facilitate the understanding of the content explained. In the current information age, information is becoming more and more available and its amount is constantly growing. Therefore, we will also outline the possibilities of effective information retrieval, work with information in terms of information literacy standards. In this section, we will also present some examples of the use of digital tools in different phases of the teaching process: motivational, exposure, fixation and diagnostic. The last area for discussion will be the interconnection of digital technology tools and different teaching methods, as well as the complementarity of several digital technology tools.

After a brief instruction and demonstrations of the use of selected applications in teaching, participants will be given the space to create short demonstrations of the application of individual tools of digital technologies with a link to various teaching methods of their choice. In this part of the workshop we will use the following teaching methods and approaches:

- flipped classroom - after getting acquainted with a specific application, participants will be given space to acquaint the audience with the use of this application in the teaching process,
- demonstration - demonstrations of the process of creating individual content in selected applications with respect to the individual peculiarities of participants (teaching materials in the form of presentations, texts, videos and other demonstrations will be added to the individual parts)
- interview and discussion - about the effects of using individual digital tools, their interconnection with other tools or teaching methods.

The discussions will also lead to the acquaintance of the participants with the mission and goals of the university, which are, among other things, quality education, knowledge development, as well as

creative research. Graduates of the course should be able to contribute to their fulfillment by using modern teaching techniques, teaching aids in electronic form and digital technologies in general.

Transmitted outputs (O) related to WORKSHOP 4:

O5: a portfolio of possibilities for the use of teaching aids at a university, including an analysis of their suitability in a specific subject - participants are divided into groups according to the subjects they teach, resp. focus of the departments in which they operate. Using the method of group work, they will develop a portfolio of all available teaching aids, including teaching aids, which they can use in their teaching in connection with the teaching objectives of the chosen subject and the characteristics of students. In each of them, they briefly assess the suitability (both positives and possible limitations) of using these teaching aids. At the end of the first part of the workshop, each group will present their proposals and defend them in a joint discussion with other participants (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**)

O6: creation of a sample of the exercise in the selected application - the created exercise should be usable within the teaching process in the subject taught by the participant, lasting 5-10 minutes. The participant must be able to include this exercise in the phase of the teaching process (motivational, exposure, fixation, diagnostic) and explain to which teaching goal he would use this tool. The participant will also explain how the technology used supports students' learning and what teaching methods can be associated with the use of this tool in teaching. It will briefly state the context within the content of teaching and the possibility of connection with other tools of digital technologies (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**)

WORKSHOP 5: How will I communicate with students? What are the possibilities of using the presentation in communication with students?

After completing the workshop, participants will know (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**):

- apply the principles of effective communication in the work of a university teacher,
- interview students, actively listen, ask questions, paraphrase, convincingly argue, summarize knowledge, accept objections and criticism, provide feedback,
- appropriately moderate the presentation used in teaching,
- use current effective and ethical approaches to online communication with students, identify their own shortcomings in the field of online communication and eliminate the identified shortcomings,
- communicate in the supervision of bachelor's theses and support students in their research and research activities, which is part of the creation of bachelor's theses.

Course and content of the workshop:

The aim of this workshop is to expand and deepen the existing knowledge and skills of course participants (internal doctoral students) as beginning university teachers in the field of oral and

written expression as part of communication. They should also acquire new knowledge, skills and competencies in the practical application of selected communication techniques in interaction with students during and outside the classroom. Emphasis is placed on increasing the ability to engage individuals and the entire group of students with relevant communication techniques and on the practical training of selected communication techniques in the context of selected topics of economic education. The added value is the current issues of online communication in the context of the development of online communication skills of beginning teachers, as well as their communication with students in conducting bachelor's theses, associated with the support of research, research and research activities of students.

The workshop will be conducted exclusively by activating methods (problem teaching, case studies, brainstorming, icebreaking, group activities, etc.), which we plan to motivate participants to constantly think about how they communicate with their students and how they can develop their communication skills within their continuous professional development. Emphasis will be placed on the activity of participants in the direction of developing proposals for the application of appropriate communication techniques in working with students, which will be the subject of evaluation. The workshop will be thematically divided into the following areas:

a) effective communication and communication techniques - includes the following topics:

- principles of effective communication of higher education teachers in interaction with students during and outside teaching,
- interview model, discussion model, active listening, asking questions, paraphrasing, persuasion, argumentation, objections, summarizing, feedback, giving and accepting criticism in university teacher communication,
- moderation of presentation in teaching,
- practical application of appropriate non-verbal communication (facial expressions, visual contact, gestures, haptics, proxemics, posturics, kinesics, adaptation of the university teacher's appearance), paralinguistic aspects of oral communication;

b) online communication - includes the following topics:

- specifics of email communication with students,
- chatting, instant messaging, social networks,
- the principles of the electronic code of ethics,
- analysis of frequent errors in online communication with students with emphasis on email communication;

c) communication in conducting bachelor's theses - includes the following topics:

- individual consultations with students, principles and procedures in communication connected with the supervision of bachelor's theses,
- support for the development of research, research and research activities of students in relation to the mission and main objectives of the university,
- specification of communication in finding resources and communication with partners in science and research and economic practice;

d) possibilities of involving the presentation in communication - the aim of this part of the workshop is to create a basis for further discussions about the functions of presentations in communication. After analyzing the opinions and recommendations from selected authors dealing with the position and possibilities of presentations in communication, participants will discuss and propose basic frameworks for creating effective presentations. The discussion will focus in particular on the following issues:

- - deviation from expected,
- - communication as a transfer of emotions,
- - the position of the presentation in creating the overall impression of the performance,
- - presentation function during presentation,
- - perception of several types of verbal communication at the same time,
- - gradual dosing of information,
- - empathy for the participants of the presentation,
- - gradual increase of performance efficiency.

The aim is to create information gaps at the end of the workshop, which will be filled in the next workshop, where the possibilities, procedures and importance of individual steps of preparation of an effective presentation will be gradually answered.

Transmitted output (O) related to WORKSHOP 5:

O7: the output of the fifth workshop will focus on solving several issues related to the communication of the university teacher with the students and will have three components:

a) **design of the application of appropriate communication techniques** in working with students in the chosen topic of economic education - each participant chooses a specific topic in the subject he teaches and describes the communication techniques that will be applied in the teaching process. At the same time, it justifies the choice of given communication techniques so that it proves that it is oriented in the offer of communication techniques presented in the course and can assess the suitability of choosing specific communication techniques in teaching the chosen topic of economic education (**V: 1, 2, 4; CDO: 3, 4; SO: 5, 6**)

b) **an audio recording of the presentation moderation with an optional topic of educational content in connection with O8** (this part will be created only after processing the O8 output and submitted together with this output) - the course participant prepares a short PowerPoint presentation on the selected topic in the subject he teaches, according to the instructions in **O8** and make an audio recording of his own accompanying moderation of this presentation. Emphasis will be placed not only on the content of moderation and the use of so-called presentation language, but also on phonetics and work with voice, t. j. articulation, phrasing, etc. when moderating a PowerPoint presentation (**CDO: 2, 3; SO: 5**)

c) **design of an algorithm for conducting consultations in the management of bachelor's theses in individual phases of bachelor's theses** - each course participant will develop a clear algorithm for conducting consultations with students in various stages of bachelor's theses (create a schedule of consultations with students as authors of bachelor's theses)

communication techniques for individual phases of bachelor's theses) (**V: 3, 4; CDO: 2, 3; SO: 6, 7**)

WORKSHOP 6: How do I engage students with my presentation? How to meaningfully evaluate students?

After completing the workshop, participants will know (**V: 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**):

- use the most important design principles when creating individual slides of the presentation,
- apply visualization in images with respect to the principle of simplicity,
- explain the difference in attracting attention and detachment from importance,
- gradually dose the information in the presentation so as not to overwhelm the audience,
- distinguish between summative and formative assessment of students and compare the advantages and disadvantages of these two approaches to assessment,
- incorporate self-assessment and mutual evaluation of students into the assessment system in the subject,
- use student assessment to support their in-depth learning,
- to propose a suitable combination of methods of evaluating students in the subject taught in relation to the set teaching goals and content of teaching, as well as in accordance with the methods used by students during the semester.

Course and content of the workshop:

How do I interest students with my presentation?

The aim of the first part of the workshop is, following the previous workshop, to develop the knowledge and skills of course participants about creating presentations. We will point out the importance of keeping the audience's attention for as long as possible, to remember as much information as possible from the presentation. These principles are an important prerequisite for effective presentation. Overall, we will analyze the principles of effective presentation broken down into: principles worthy of consideration before presentation (during the preparation of slides of the presentation), during presentation and after presentation.

Following the general principles needed to create slides of the presentation, we will move on to the design of the individual slides. On illustrative examples we will show the main principles of design, the possibility of using elements in the slides of the presentation to enhance the overall effect of the presentation. Finally, we will emphasize the necessary additions to the presentation in the form of appropriate textual materials or other supporting materials for the presentation and after it.

In this part of the workshop we will pay attention to the active learning of the course participants, whom we will invite to discuss the individual principles and procedures of creating a presentation based on their own experience of presentation and participation in various presentations. The discussion will be continuously supplemented and stimulated by a demonstration method (illustrative examples and demonstrations of individual positive as well as negative phenomena in the slides of presentations). In the final phase of self-assessment, resp. The mutual principles of speech and design will be emphasized in the mutual evaluation of presentations.

How to meaningfully evaluate students?

This topic completes the cycle of topics of the whole course by focusing on how to evaluate the results of the teacher's work in terms of whether he succeeded in fulfilling the teaching goals (completing one cycle in a constructive harmonization of teaching elements in a particular subject and study group). Course participants should understand that this is an important basis for self-reflection and the search for opportunities to improve their own teaching in the coming semesters.

Although the evaluation of the degree of fulfillment of teaching goals is only one of the areas within the comprehensive evaluation of the teaching process and the work of the teacher, for doctoral students who are at the beginning of the career of a university teacher, it is important to manage this activity first. The evaluation of the fulfillment of teaching goals is practically reflected in the evaluation of students and their learning outcomes. By solving the case study and joint discussion, the course participants themselves identify the basic differences between the summative and formative assessment of students, as well as summarize the main advantages and disadvantages of each approach. We will then direct the discussion to find answers to the question of which method of assessment is more appropriate to support in-depth learning of students. We will discuss the possibilities of using students' self-assessment and their mutual (peer) assessment during or after the semester. Discussion of their advantages and disadvantages will result in their perception as an important part of supporting in-depth student learning.

At the end of the workshop we will summarize the essence of individual workshops throughout the semester and course participants will be given instructions for the following activities in the summer semester, during which they should demonstrate their ability to apply knowledge and skills gained from all workshops in their own teaching and analysis of their chosen problem. related to higher education.

Transmitted outputs (O) related to WORKSHOP 6:

O8: preview of created slides of the prepared presentation - each participant will create slides for the presentation lasting 5 - 7 minutes. Images should follow the principles of designing an effective presentation according to J. Maed (<http://lawsofsimplicity.com/>): 1. Reduction, 2. Organization, 3. Saved time, 4. Knowledge, 5. Differentiation, 6. Context, 7 Emotions, 8. Confidence, 9. Awareness of mistakes. Individual slides should display various options for displaying information (diagrams, graphs, photographs, illustrations, text, tables). They will add an audio recording of its moderation to the prepared presentation, which they will submit as part of the O7 output (**V: 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**)

O9: proposal of a system of evaluation of students in the chosen subject at EUBA with justification of the tools used and their constructive alignment with the teaching goals and methods of teaching and learning during the semester. The proposal must also be in accordance with the valid EUBA Study Regulations - the written final version will be submitted only after mutual opposition in pairs, or also in larger groups (**V: 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7**)

Achieving the individual values and outcomes of the Supporting Learning Award, students will be evaluated at each output of the first semester by the relevant lecturer by enrolling in the personal card of the course participant for the first semester, which is listed in Annex D.

5 COMPULSORY AND RECOMMENDED LITERATURE FOR COURSE PARTICIPANTS

The literature intended for individual workshops of the first semester is intended to help course participants to better orientate themselves in individual topics. It is also a source of information for expanding knowledge in those areas that interest the most participants in the course, respectively. for which they know how to find the greatest space in the teaching of their subjects. At the same time, it is a starting point for their preparation for the activities of the second semester.

WORKSHOP 1

Basic literature:

BIGGS, J. B. - TANG, C. S. Teaching for quality learning at university, what the student does. 4th ed. Maidenhead: Open University Press, 2011. (Chapter 2: Teaching according to how students learn).

ŠLOSÁR, R. - NOVÁK, J. Trade union didactics. Bratislava: Vyd. EKONÓM, 2015. (part 3.2: Application of didactic principles in teaching economic subjects).

KRPÁLKOVÁ KRELOVÁ, K. Learning styles and teaching. Trnava: Alumni Press, 2010. (Chapter 3: Teacher's Teaching Style).

BULKOVÁ, K. - HIBKÝ, M. Comparison of selected types of motivation in university students. Academy. 2016, no. 4, p. 3 - 16. Available at: https://www.cvtisr.sk/buxus/docs//ACADEMIA/2016/4-2016_ACADEMIA_web.pdf

Recommended literature:

RAMSDEN, P. Learning to teach in higher education. 2nd ed. London: RoutledgeFalmer, 2003. (especially Chapter 4: Approaches to learning).

SHAARI, A. S. et al. The Relationship between Lecturers' Teaching Style And Students' Academic Engagement. Procedure - Social and Behavioral Sciences 118. 2014, p. 10 - 20. Available at: <https://core.ac.uk/download/pdf/42979934.pdf>

Effective Teaching Strategies. Available at: <https://www2.le.ac.uk/offices/lli/developing-learning-and-teaching/enhance/strategies>

WORKSHOP 2

Basic literature:

TUREK, I. Didactics. 3rd ed. Bratislava: Wolters Kluwer, 2014. (section 2.4: Taxonomy of educational goals).

BIGGS, J. B. - TANG, C. S. Teaching for quality learning at university, what the student does. 4th ed. Maidenhead: Open University Press, 2011. (Chapter 4: Using constructive alignment in outcomes-based teaching and learning).

ROHLÍKOVÁ, L. - VEJVODOVÁ, J. Teaching methods at university. Prague: Grada Publishing, 2012, p. 19 - 91. (Chapter 1: Forms and methods of teaching at the university).

Recommended literature:

KRATHWOHL, D.R. A revision of Bloom's taxonomy: an overview. Theory into Practice. 2002, vol. 41. no. 4, p. 212 - 218.

BAJTOŠ, J. Didactics of University. 2nd ed. Bratislava: Wolters Kluwer, 2020. p. 87 - 170. (Chapter 4: Methods of higher education).

WORKSHOP 3

Basic literature:

BAJTOŠ, J. Didactics of University. 2nd ed. Bratislava: Wolters Kluwer, 2020. p. 87 - 170. (Chapter 4: Methods of higher education).

ORBÁNOVÁ, D. Activating teaching methods in economic education. 2nd ed. Bratislava: Vyd. ECONOMIST, 2014, 106 p.

Recommended literature:

ROHLÍKOVÁ, L. - VEJVODOVÁ, J. Teaching methods at university. Prague: Grada Publishing, 2012, p. 19 - 91. (Chapter 1: Forms and methods of teaching at the university).

PODLAHOVÁ, L. et al. Didactics for university teachers. Prague: Grada Publishing, 2012, p. 51 - 76.

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Basic literature:

TUREK, I. Didactics. 3rd ed. Bratislava: Wolters Kluwer, 2014, p. 292 - 335. (Chapter 8, 9: Organizational Forms of the Teaching Process, Teaching Aids and Didactic Techniques).

CHURCHES, A. Bloom's digital taxonomy. 2009. Available at: <http://edulibpretoria.files.wordpress.com/2009/05/blooms-digital-taxonomy.pdf>

SUÁREZ-GUERRERO, C. - LLORET-CATALÁ, C. - MENGUAL-ANDRÉS, S. Teacher's Perceptions of the Digital Transformation of the Classroom through the Use of Tablets: A Study in Spain. In Communication. 2016, vol. 49, no. XXIV, p. 81 - 89. Available at: <https://doi.org/10.3916/C49-2016-08>

Recommended literature:

SKALKOVÁ, J. General didactics. Prague: Grada, 2007, p. 219 - 257. (Chapter 9, 10: Organizational Forms of Teaching, Didactic Resources in the Teaching Process)

DONOVAN, A. A Comparison of Organizational Structure and Pedagogical Approach: Online versus Face-to-face. The Journal of Educators Online. 2011, vol. 8, no. 1, p. 1 - 43.

WORKSHOP 5

Basic literature:

CLAYTON, P. Body Language: You read gestures, speak your movements. Praha: Ottova nakladatelství, 2003. (Chapter: Presentations, lectures and speeches).

REYNOLDS, G. Presentation Zen: Simple ideas on presentation design and delivery. New Riders. 2011.

HASAJOVÁ, L.–PORUBČANOVÁ, D.–BILČÍK, A. Selected Chapters from Pedagogical Communication in Vocational Education. Dubnica nad Váhom: University DTI, 2020. Available at: <http://www.dti.sk/data/files/file-1610955187-600539b400ce8.pdf> (section 1.6: Effective communication and its principles).

KOHOUT, J. Rhetoric. The art of talking and dealing with people. Prague: Management Press, 2002. (Chapter: Spoken, Written and Seen Speech).

ALLEY, M. The Craft of Scientific Presentations, Critical Steps to Succeed and Critical Errors to Avoid. New York: Springer. 2003. 245 p. Available at: http://sharif.edu/~namvar/index_files/Scientific-Presentation.pdf

Recommended literature:

CARNEGIE, D. Communication as a way to success. Bratislava: Nature, 2013. (Chapter: Learn to speak so that people listen).

Principles of Communication. Verbal Communication Skills. Non-Verbal Communication. Available at: <https://www.skillsyouneed.com/ips/what-is-communication.html>

How to Improve Your Communications Skills. Available at: <https://corporatefinanceinstitute.com/resources/careers/soft-skills/communication/>

ATKINSON, C. Impressive presentations in PowerPoint 2007. Brno: Computer Press, 2008, 334 p. Available at: <https://www.cliffatkinson.com/>; <https://www.slidegenius.com/blog/cliff-atkinson-first-five-slides>

ATKINSON, C. Beyond bullet points: Using Microsoft PowerPoint to create presentations that inform, motivate, and inspire. Pearson Education, 2011.

PRESENTITY. 10 ways to avoid death by bullet points. presentitude.com. Available at: <https://bit.ly/2WVFMN0>

WORKSHOP 6

Basic literature:

MAEDA, J. The Laws of Simplicity. Cambridge, MA: MIT Press, 2006, 128 p. Available at: https://designopendata.files.wordpress.com/2014/05/lawsofsimplicity_johnmaeda.pdf; <http://lawsofsimplicity.com/>

GIBBS, G. Making feedback on effective assignments: principles and guidance for tutors. 2015. Available at: [https://www.testa.ac.uk/index.php/resources/best-practice-guides?download = 3: feedback-guide-for-lecturers](https://www.testa.ac.uk/index.php/resources/best-practice-guides?download=3:feedback-guide-for-lecturers)

The Higher Education Academy. 10 Strategies to engage students with feedback. 2012. Available at: http://teche.ltc.mq.edu.au/wp-content/uploads/2016/08/10_strategies_to_engage_students_with_feedback.pdf

Recommended literature:

AGAMONI, G. How to Improvise When Your Presentation Does Not Work. Irvine, CA: Entrepreneur Media, 2017. Available at: <https://www.entrepreneur.com/article/300794>

ATKINSON, C. Impressive presentations in PowerPoint 2007. Brno: Computer Press, 2008, 334 p. Available at: <https://www.cliffatkinson.com/>; <https://www.slidegenius.com/blog/cliff-atkinson-first-five-slides>

ATKINSON, C. Beyond bullet points: Using Microsoft PowerPoint to create presentations that inform, motivate, and inspire. Pearson Education, 2011.

DUARTE, N. Slide: ology: The art and science of creating great presentations (Vol. 1). Sebastapol, CA: O'Reilly Media. 2008.

RUST, C. Purposes and principles of assessment. Learning and Teaching Briefing Papers Series. Oxford Brookes University, 2002.

ELMGREN, M. - HENRIKSSON, A. Academic Teaching. 2nd ed. Lund: Studentlitteratur AB, 2015. (Chapter 8: Assessment)

6 THE COURSE TEAM

The lecturers of the individual workshops of the course in the first semester and at the same time mentors in creating outputs and activities in the second semester are university teachers of the

Department of Pedagogy of the NHF EU in Bratislava (according to the schedule in the teaching schedule). Contacts and brief information about the members of the teaching team are available at: <https://nhf.euba.sk/katedry/katedra-pedagogiky/clenovia-katedry>.

7 TEACHING SCHEDULE

The teaching schedule will be compiled for each course according to the current organizational conditions in the relevant academic year and supplemented in the form of a brief tabular overview – inserted here.

8 ACKNOWLEDGMENTS

This course was created thanks to the support of a grant from the European Union program Erasmus + as part of project no. 2020-1-SK01-KA203-078299 entitled Designing Holistic and Sustainable Educational Development to Improve Student Learning (HOSUED). More information about the project is available at: <https://hosued.euba.sk/>



Erasmus+

How to fulfil the values and outputs of the Student Learning Support Award

Mapping the underpinning Values

Participants must show how their work is informed by:	Where in your program do participants develop and demonstrate this Value?
Developing understanding of how people learn (V1)	This value is one of the priorities of the whole program. Its syllabus is based on student-centered approach to teaching and learning. Therefore, the participants of the program will be encouraged to think about their students and the way they learn in many activities designed for the workshops (mostly workshops I to IV). The first workshop will start with group discussions about what the students are like and how teachers can help them with their learning and personal growth. Analyzing a case study, they will compare teacher-centered and student-centered approach to teaching and learning in higher education in relation to the main differences between deep learning and surface learning of their students. In workshops II to IV, the participants will learn how to set appropriate educational objectives based on a thorough analysis of their students' needs and how to align teaching and assessment methods with those objectives in order to help students learn. The participants will demonstrate that they are able to formulate appropriate educational objectives for the courses they teach and to design teaching methods and teaching aids for their students to help them achieve the set objectives and learn better.
Practicing in ways that are scholarly, professional and ethical (V2)	In the activities during all the workshops in the first semester of the program as well as in the preparation for microteaching and creation of case studies in the second semester, all the participants will be required to apply their knowledge of selected educational theories and the results from related educational research articles they have studied. They will have to demonstrate they are able to apply the gained knowledge in their own teaching in a meaningful way. Moreover, they will be required to defend all their choices and assignments they hand over either in

	<p>writing or in discussions with the other doctoral students and the workshop facilitators based on the literature review they have done.</p>
<p>Working with and developing learning communities (V3)</p>	<p>The participants will work in pairs or groups on most of the outputs they will produce and defend during the workshops. One of the main goals of the whole program is to support pedagogical conversations between the participants in an informed way, based on related literature review and sharing relevant experience. What is more, the program is intended to be the first milestone in the continuous change of the overall culture at EUBA. The facilitators will encourage the participants to discuss the problems they identify in their teaching and their students' learning not only with the other participants in the program, but also with their more experienced colleagues at their departments. This should be strengthened in the second program that we have designed for junior teachers when they become regular assistant professors at EUBA after completing their PhD. studies. We believe that together with other planned measures at EUBA this will lead to the formation of communities of practice where pedagogical conversations will gradually become a usual part of their everyday working life of university teachers. As teachers usually reflect their own habits and values in their teaching, we believe they will start using more active learning and cooperative learning methods in their own classes, making their students become part of learning communities instead of being isolated learners.</p>
<p>Valuing diversity and promoting inclusivity (V4)</p>	<p>In the first workshop, the participants will analyze different theories of learning, they will become acquainted with common learning styles and they will learn how to diagnose a group of their students from different aspects. They will discuss how their students may differ from each other and how they should exploit this diversity in their teaching. They will have to demonstrate that they are able to adapt their teaching methods and principles to different types of students' learning styles and apply different ways of motivating their students. In workshops III to VI, the participants will design teaching methods, teaching aids,</p>

	communication techniques, presentations, assessment methods etc. in a way that is appropriate for the students in their courses and in compliance with their needs. They will be required to explain how they will include the students with specific needs and how they will approach them individually in class and facilitate their learning.
Continually reflecting on practice to develop ourselves, others and processes (V5)	All the tasks and assignments in the program will be adjusted to the specific needs of each participant or each group of participants in case of group assignments. Each group will consist of doctoral students from the same or similar study program (s) / department (s) who teach similar courses with similar type of students, and thus probably encounter comparable problems in their teaching. Most of the assignments they will hand over should have the potential to help them improve their own teaching. They will be encouraged to incorporate the results in their own teaching and to propose the new approaches to teaching their course to their colleagues at the departments. The practical orientation of all the assignments should ensure that the participants reflect their own practice and use the new knowledge and shared experience to develop themselves as well as their colleagues and the related processes at their departments.

Mapping the Core Development Outcomes

Core Development Outcomes	Where in your program do participants develop and demonstrate this Outcome?
Award participants will be able to:	
Identify their own professional development goals, directions or priorities (CDO1)	During the first workshop, the participants will learn to diagnose their students and adjust their own teaching style to their students' learning styles. Putting students in the center of teachers' attention should make them focus their professional development activities on student feedback. After the workshop, the participants should be able to use feedback from students for self-reflection and self-regulation in their future pedagogical activities. As a direct output, each of the participants should identify at least two development

	goals or priorities, and focus on them in the following activities of the program.
Plan for their initial and / or continuing professional development (CDO2)	The participants are absolutely new to teaching in higher education and they have a very limited concept of what teacher's work includes. Learning to set appropriate educational objectives for their students and align teaching and assessment methods with them should help them greatly when they will plan the lessons that they will teach in their own courses. They will demonstrate the ability to do so when they prepare for microteaching and hand over a written didactic analysis of the prepared lesson. The feedback they will receive after the microteaching session from the other participants and the program facilitators should help uncover the areas they had trouble with and plan professional development activities to improve in those areas.
Undertake appropriate development activities (CDO3)	Workshops III to VI will offer many opportunities for professional development of all the participants. Most activities are designed so as to make them reflect on their own practice, and improve in several areas, including design and use of appropriate methods of teaching and learning, creation of relevant teaching aids, use of digital technologies to enhance student learning, improvement of communication and presentation skills, design of e-learning modules complementary to face-to-face in-class activities, development of their skills of formative assessment for the benefit of their students etc. The participants will hand over the required outputs after each workshop, prepared either individually or in pairs / groups, to prove that they will be able to undertake development activities related to their teaching on completion of the program.
Review their development and their practice and the relations between them (CDO4)	Although the workshops have theoretical background based on the required and recommended reading lists, the activities will focus on the application of the knowledge in the participants' common practice. Thus, the participants will understand from their own experience in the workshops that educational and didactic theories are very useful for their professional

	development and they will see them as a powerful tool to improve their teaching practice. The assignments will teach them how to assess their performance as teachers and how to use theories to make it more efficient. After the program, they should be able to review their development and identify new development directions on a regular basis.
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Mapping the Specialist Outcomes for this named award

Specialist Outcomes Participants will be able to:	Where in your program do participants develop and demonstrate this Outcome?
Use a variety of appropriate approaches to enable learning (SO5)	<p>The participants will develop their ability to use various approaches to enable learning in most of the activities during the workshops (WS). They will demonstrate it in the outputs they will be required to produce either individually or in pairs / groups, such as:</p> <ul style="list-style-type: none"> a) formulation of appropriate educational objectives for a chosen topic in a course they teach or know well prepared in pairs and defended within larger groups of participants (O3: WS II) - the emphasis will be on explaining how the objectives fit their students educational needs and how they are related to deep learning enhancement b) design of a chosen active learning method that can be applied in a seminar with their students with a detailed description of the methodological approach to its application in class (O4: WS III) - the designed methods and approaches will be defended in front of the whole class focusing on how the method can help students learn and understand the subject matter c) creating a portfolio of teaching aids with a clear definition of their use in the chosen courses that the participants are familiar with (O5: WS IV / 1) d) demonstration of an exercise / task / assignment etc. for students created in a selected software application (O6: WS IV / 2) - the participants will need to explain how the used digital technology and software application enhances student learning

	<p>e) design of several slides for a presentation with an audio-recording of the presentation moderation (O7 + 8: WS V + VI)</p> <p>f) design of a system of assessment methods suitable for a course the participant is familiar with (O9: WS VI) - the defense will focus on how it is aligned with the educational objectives (and methods of instruction) in that course</p> <p>Moreover, the participants will be required to prepare their microteaching in the second semester of the program in a way that stimulates learning and prove that with a didactic analysis focusing on the impact of the teaching methods and teaching aids they have chosen and prepared on the depth of student learning.</p>
Use a variety of methods for evaluating their role in supporting learning (SO6)	<p>One of the outputs from the first workshop will be graphs (O1) created by groups of participants showing how they think their students develop over the course of their university studies. The discussions within groups while creating the graphs as well as the defense of their graphs in front of the whole class should result in what role teachers play in their students' development and how they can support their learning in the courses they teach. They will discuss the differences between students in different years of study, and analyze how these differences should influence the choice of teaching methods so that students in various stages of their development are encouraged to learn with the most suitable methods chosen and suggested by their teachers. The participants will propose a motivation system (O2) for their students in a chosen course (or for a particular lesson) with regard to the cognitive, social and performance areas, all leading to supporting student learning.</p>
Inform their professional role with relevant strategy, policy and quality considerations (SO7)	<p>The Slovak accreditation agency for higher education sets standards for the internal systems of all universities in Slovakia and their study programs. They are based on the general requirements of Act No. 269/2018 Coll. on Quality Assurance of Higher Education. At present, all universities are taking measures to adjust their internal systems to the new quality requirements, which make them shift to student-centered learning, teaching and</p>

	<p>assessment. This is a change that some of the teachers may have problems with because of their teaching habits from the past. Doctoral students, who are the target group for this program, should become agents of change not only in their classes, but also at the departments. The program is based on the same values as the new accreditation process requires from all Slovak universities. Since the participants in the program have very limited or no teaching experience, they will become a first group of teachers newly trained in compliance with the new policy documents that EUBA has prepared in the new accreditation process lately. The facilitators will make sure that they are aware of this fact and encourage them to help spread the new principles and approaches to learning, teaching and assessment among their more experienced colleagues.</p>
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Structure of methodological analysis in preparation for micro-teaching

1. **Teaching goals** - set specific goals appropriate to the chosen topic, the target group of students and the time range of micro- teaching (expressed in terms of student performance, the achievement of which is controllable)
2. **General content of the curriculum** - a brief summary of the structure of the selected lesson and related basic concepts
3. **Didactic principles** - a list of dominant didactic principles and a brief description of how to apply them in micro- teaching
4. **Teaching methods and methodological procedures** - a brief description of the selected teaching methods and methodological procedures, including the rationale and reasons for their use in micro- teaching
5. **Teaching aids** - identification of suitable teaching aids and a brief description and justification of the way they are used in micro- teaching
6. **Student evaluation methods** - a brief description of the methods that could be used to evaluate the degree of achievement of the set teaching goals

Notes:

- a) Preparation for microteaching need to be conceived so that it trainee demonstrates **fulfilment of individual values and desired outcomes Awards encourage the learning of students** (see Chapter 2) .
- b) When formulating teaching goals, the requirements for setting specific goals of the teaching process must be respected and based on selected taxonomies of teaching goals.
- c) All other parts of the methodological analysis (2 to 6) should be aligned with the set teaching objectives, which should be clearly pointed out when justifying the choice of teaching methods and means used, as well as the recommended methods of student assessment .

Form for evaluation of second semester outcomes by mentors

Course

participant

name: Academic

year:

Name of assigned mentor:

The mentor will briefly evaluate both outputs on the basis of the performed micro-teaching, the submitted methodological analysis and the related reflective essay, as well as on the basis of the submitted case study. It evaluates the degree of fulfilment of requirements for individual outputs in words: **yes** , **partially** or **no** . In the case of a "partial" or "no" rating, he shall attach a reasoning comment.

Description of the evaluation criterion	Fulfilled	Mentor's comment
Teaching goals are set correctly, are relevant in relation to the topic and appropriate in relation to the target group and the time of teaching		
The chosen teaching methods and student assessment are in line with the teaching objectives and support the students' learning		
With a reflective essay, the course participant demonstrated the ability to think critically and identify suitable opportunities for self- improvement within their professional development.		
By preparing a case study and summarizing the results of the discussion , the course participant demonstrated the ability to analyze and evaluate selected aspects of higher education.		
With both outputs trainee demonstrate fulfilment of all required values and outputs Awards encourage the learning of students within the meaning of the third chapter s Guide		

Personal card of the participant of the course Introduction to teaching and learning at university

to assess the compliance of the outputs submitted in the first semester

with the values and outcomes of the **Supporting Learning Award**

Course participant name:							Academic year:		
SEDA-PDF values and outputs	Output 01	Output 02	Output 03	Output 04	Output 05	Output 06	Output 07	Output 08	Output 09
V1									
V2									
V3									
V4									
V5									
CD01									
CD02									
CD03									
CD04									
S 05									
SO6									
SO7									
Date									
Lecturer's signature									

Appendix 3



**University of Economics in
Bratislava
Faculty of National Economy
Department of Education**



**Handbook for course participants
TEACHING SKILLS DEVELOPMENT
TO IMPROVE STUDENT LEARNING
(for junior assistant professors with PhD.)**



Since 2021, the course has been accredited by the British professional organization Staff and Educational Development Association (SEDA) within the so-called Learning, Teaching and Assessing Award.

1 PURPOSE AND MAIN FOCUS OF THE COURSE

This course is intended for beginning professional assistants with completed doctoral studies from all faculties of the University of Economics in Bratislava, who participate in the teaching of students of bachelor's and engineering study programs. Course participants already have some experience of teaching in college, but at the same time they should feel room to further improve their teaching skills to help students learn better. The main purpose of the course is to teach its participants to think regularly about the teaching process using the latest knowledge in the fields of educational research, learning psychology, university pedagogy and didactics of economic subjects. The main emphasis is on developing the self-reflection of the university teacher and on supporting pedagogical conversations between teachers, focused on students and supporting their learning.

Graduates of the course should be fully aware that the main role of university teachers is to assist students in their learning so that their knowledge is deep and lasting. They should be able to apply the acquired knowledge and skills in solving problems and fulfilling tasks in their pedagogical work so that they can continuously and meaningfully manage and support their own professional development. This course follows on from the course intended for internal doctoral students in the first year of study, ie it represents the second pillar of the system of professional development of university teachers at the University of Economics in Bratislava. The first course draws the attention of internal doctoral students as beginning teachers to their students and helps them to orient themselves in basic concepts, theoretical background or recommendations from examples of good practice for a quality teaching process at the university. In this second course, professional assistants can expand and deepen their knowledge, but above all confront them with their own experience from previous pedagogical practice. Its aim is to teach participants to think well and discuss each other's pedagogical practice on the basis of relevant educational theories in order to develop their pedagogical skills for the benefit of their students.

After completing this course, participants will be able to:

- analyze their interaction and relationships with students in relation to their own personal assumptions as well as the personality characteristics of their students,
- use self-knowledge, self-reflection and self-awareness as important prerequisites for the professional work of a university teacher,

- distinguish the individual phases of the teaching profession, their advantages and disadvantages, determine their own goals of professional development in relation to their own developmental stage and related needs,
- to propose a new course / subject or appropriate modifications to an existing course / subject for the study program in which they are active, ensuring that the teaching objectives and learning outcomes are in line with students' teaching and learning methods as well as student assessment methods in the course / subject,
- compare adequate teaching methods in lessons with a smaller number of students (exercises / seminars) and in lessons with a larger number of students (lectures),
- to choose appropriate teaching and learning methods for different pedagogical situations within one's own teaching,
- recognize the sources of conflicts in communication with students and also manage difficult communication situations in the university environment,
- create a proposal for an e-learning course or educational module and effectively apply appropriate digital technologies in full-time and online teaching,
- use feedback from students, graduates, colleagues, superiors, etc. for self-reflection and searching for possibilities to improve one's own pedagogical work,
- to initiate and actively engage in pedagogical conversations in the sense of the concept of a "critical friend" with the aim of continuous self-improvement,
- plan and implement measures within their own professional development leading to a higher quality of students' learning and evaluate their effectiveness and efficiency.

2 INTERNATIONAL ACCREDITATION OF THE COURSE

The course is designed to meet strict international standards for professional development systems for university teachers. In 2021, it was successfully accredited by the British organization SEDA (Staff and Educational Development Association), whose main mission is to improve higher education through the professional development of higher education teachers for the benefit of students, staff and the general public. In addition to research, support and educational activities in this area, the organization has created a SEDA-PDF (SEDA's Professional Development Framework), which provides recognition to universities, accreditation of their professional development programs and recognition of individuals who successfully completed. The framework created includes a number of awards for accreditation of different types of professional development, all awards are based on the fulfillment of five SEDA values (hereinafter "S", SEDA Values) and four basic outputs of professional development (hereinafter "CDO"). Core Development

Outcomes). At the same time every kind The valuation also requires the fulfillment of additional specialized outputs (hereinafter "SO", from the English Specialist Outcomes). More detailed information on the SEDA professional development framework is available at: <https://www.seda.ac.uk/professional-development-opportunities/seda-professional-development-framework-seda-pdf/what-is-seda-pdf/>.

By successfully completing this course accredited under the Learning, Teaching and Assessing Award, its graduates should demonstrate the fulfillment of the following values and related outcomes:

a) SEDA values:

V1 = developing an understanding of how people learn

The course provides several opportunities to explore different theories, models and learning styles, and participants will learn how their knowledge can be used to support students' learning.

V2 = ability to teach in ways that are scientific, professional and ethical

Course participants will demonstrate that they can use recommendations from the literature and examples of good practice in their own teaching.

V3 = development of learning communities and work with them

In the course, participants will work together on the development of their own teaching practice in several assignments, and will also demonstrate that they know how to design and use different ways to support students' learning with and from others.

V4 = valuing diversity and promoting inclusivity

- a) All course participants should have secure access to learning opportunities, while demonstrating that they can appreciate the diversity of their students and are able to tailor their teaching to their individual needs.

V5 = Constant thinking about the possibilities of self-development, the development of others and processes

The course provides several opportunities to set appropriate goals for professional development of individual participants, subsequent evaluation of the degree of fulfillment and reassessment of new goals of self-development. Within the individual outputs, participants should demonstrate that they can also identify opportunities to support the development of other people and the processes with which they come into contact.

b) basic outputs of professional development = graduates of the course know:

CD01 = identify goals, directions and priorities of one's own professional development

Course participants will demonstrate that they are able to set appropriate, relevant goals for their own professional development.

CD02 = to plan initial and / or continuing professional development

Course participants will demonstrate that they can plan their own professional development based on the set goals.

CD03 = implement appropriate development activities

Several outputs of the course are focused on the design and implementation of suitable development activities by course participants (individually or in pairs / groups).

CD04 = evaluate one's own professional development and pedagogical practice and the relationships between them

Course participants will demonstrate that they are able to evaluate their professional development in relation to their own pedagogical practice.

c) specialized outputs for the field of learning, teaching and assessment = course graduates know:

S05 = use different methods to evaluate one's own teaching

Existing formal quality management systems are the primary source for employee evaluation. Course participants should demonstrate that they can use other appropriate techniques to evaluate individual lessons, such as. feedback from self-evaluation, from evaluation from colleagues or students. Monitoring and evaluation of teaching should build on their own records of the teaching process, in which participants should demonstrate the ability to think and evaluate their own teaching practice and use the conclusions to set their own goals of professional development.

S06 = align their teaching practice with relevant strategies, policies and quality requirements

Course participants will demonstrate that they are able to guide their pedagogical practice based on the results of self-teaching evaluation in accordance with the mission of the university and its main goals in the field of education, as well as the main principles of quality improvement system in higher education.

S07 = use different teaching methods and support students' learning, including the use of appropriate technologies, as well as different assessment and feedback methods - adequate to their students, the subject and the educational context

Course participants must demonstrate that they are able to use a wider range of appropriate teaching methods, assessment and feedback to students to support their learning. They should also be able to justify their choice of adequate methods in relation to the aims and content of the curriculum, the specificities of students in each study group,

as well as the available technologies and the possibilities of their use in the teaching process.

S08 = participate in the design, planning and evaluation of courses / subjects, their modules or study programs

Course participants will demonstrate that they are able to propose and justify appropriate changes in the design of study programs, courses / subjects or their modules (in their objectives, content, method of implementation, evaluation, etc.) at the university, including in the wake of feedback and the results of the evaluation of the teaching process to date. At the same time, they should be able to respect the legislative basis and conditions for their creation and implementation in higher education.

S09 = create a learning environment that includes support and assistance to students

The content of this output is activities related to the support of student development in a broader context. Of particular importance are borderline situations and problems and the ability to formulate recommendations to address them, while it is important to follow ethical practices. Participants should also demonstrate knowledge of the **relevant problem-solving** process related to support and assistance to students in selected specific situations at their university.

A general description of how to achieve the stated values and outcomes of the Learning, Teaching and Assessment Award in this course is given in the original version from the accreditation file of the course in Annex A. In other parts of the manual

3 ORGANIZATION OF COURSE ACTIVITIES DURING THE ACADEMIC YEAR

The course is divided into two semesters, in which the individual outputs of professional development are gradually implemented through various activities. In the first semester, teaching takes place in the form of five joint workshops, which place great emphasis on the activity of participants and the creation of the required outputs during individual workshops or individual work, respectively. joint work in pairs or groups in the period between individual workshops. To successfully complete the course, each participant must actively participate in at least three of these workshops. Even in the case absence from a workshop, they must demonstrate the achievement of the relevant outputs of professional development by elaborating and submitting the related required outputs. There are a total of seven (O1 to O7) for the entire first semester, and each participant must process and submit all these outputs in the required quality (according to the assignment individually / in pairs / in groups).

The second semester of the course consists of two activities carried out by the participants in pairs with the support of an assigned mentor from the teaching team. The course will

end at the end of the second semester with a joint meeting of all participants with the participation of mentors for the purpose of presentation and mutual opposition of the prepared second output (professional / scientific article). Each participant must actively participate in the implementation of both activities, participate in the final defense and submit both outputs within the set deadline and at the required of quality level.

These are the activities and outputs of the second semester:

- a) realization of mutual observations of course participants on real teaching two-hour lessons (exercises / seminars / lectures) - each participant will visit another participant of the course and, on the contrary, will be hospitalized by other participants in their own teaching according to their mutual agreement (may, but it does not have to be mutual observations within one pair of participants). After each observation, the participants should discuss the goals and course of the observed two-hour course, including in relation to the goals of the subject and the methods used to verify the degree of achievement of the expected learning outcomes in it. They should jointly assess the compliance of the objectives set with the teaching and assessment methods and, if necessary, analyze the possibilities for increasing this compliance. Based on this discussion, the supervised participant will write a self-reflective essay on the given two-hour course in the recommended range of about 2-3 pages (600 - 1000 words) and submit it to the attending participant for a brief evaluation of its content (he will complete his view of the essay to the hospitalized two-hour textbook, as well as to the content of the essay itself with a concise but concise text in the range of about 10 - 15 lines). Both participants should comment in particular on the aims and methods of teaching and their coherence, as well as their alignment with the student assessment system in the subject, in relation to the principles of student-centered teaching that supports in-depth student learning. The self-reflective essay together with the statement of the attending participant will be submitted by the attending course participant in writing for assessment to the assigned mentor among the course lecturers. He will provide him with feedback and, if necessary, may request editing of the submitted text. The final version of this document will become part of the portfolio of course participant outputs and will be one of the two outputs of the second semester (**V: 1, 2, 3, 4, 5; CDO: 1, 2, 4; SO: 5, 6, 7, 8, 9**);
- b) ***preparation of a professional / scientific article focused on the chosen problem related to teaching in higher education***, in pairs according to the agreement of the course participants approved by the course guarantor (each pair will have a mentor assigned according to their topic from the team of lecturers if necessary, consult the content of the prepared article) - the article does not have to take the

form of the final version submitted to a professional / scientific journal, it is enough to process it as a working version. From a formal point of view, however, it should have the structure common to such articles and should also fully respect and adhere to the rules and ethics of citation. The pair will process the article in the recommended range of approx. 9 - 12 pages (approx. 3000 - 4000 words) and submit it to the assigned mentor for comment no later than one month before the set date of the joint final meeting. In line with his comments, he finalizes the article before this meeting and submits it as part of his portfolio of outputs. At the same time, he will prepare a presentation of the article focused mainly on the results obtained and the resulting recommendations in the range of about 15 minutes. At the final meeting, each pair will jointly present the content of their article and in the ensuing discussion will respond to questions and comments from other participants and mentors (the total duration of each presentation together with the discussion will be approximately 30 minutes). The active participation of all participants in the defense of individual articles is an important prerequisite for successful completion of the course (*V: 2, 3, 5; CDO: 2, 3, 4; SO: 5, 6*).

c) Compliance with the individual requirements for both outputs of the summer semester will be assessed by the assigned mentor according to the related evaluation criteria set out in the form in Annex B, including in relation to the relevant values and outputs of the Learning, Teaching and Assessment Awards.

4 TEACHING OBJECTIVES, PROCESS AND MAIN OUTPUTS OF WORKSHOPS

Individual workshops lasting 8 teaching hours will take place with the main goal of searching together and finding answers to the following questions (title of each workshop):

WORKSHOP 1: How do I optimize my interaction with students? How to be an ever better teacher?

After completing the workshop, participants will know (V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 9):

- describe selected psychological characteristics of one's own personality and their possible positive and negative consequences in the process of interaction with students and use this knowledge in positively influencing the relationship between teacher and student,

- state the various subjective criteria that influence them in the assessment of students, which may not be relevant from an objective point of view,
- characterize the specifics of the developmental period of early adulthood and take into account the fact that their students are in many respects, especially in cognitive processes, equal partners in real interactions,
- identify different alternatives of behavior and action in a certain pedagogical situation and respond more appropriately on the basis of knowledge from discussions and personal experience of role-playing,
- characterize the work of the teacher on the basis of generally valid documents, including his rights and obligations,
- answer the question: “Who is a good teacher?” In terms of formal and informal requirements placed on him and characterize his characteristics, methods of work, key competencies,
- identify obstacles and problems in the teacher's work and suggest possible measures to eliminate them,
- define individual types of teachers and their teaching styles,
- identify the stages of the teaching profession and seek measures to avoid burnout,
- identify tips on how to continuously improve the work of a university teacher and be an ever better teacher.

Course and content of the workshop:

Optimal interaction between the university teacher and the student - its prerequisite is an understanding of the causal relationships between the psychological characteristics of a person and its external manifestations - behavior. Therefore, the workshop will gradually focus on the self-knowledge and self-reflection of the teacher, knowledge of the developmental period of early adulthood, which is experienced by university students, and then on the specifics of their interaction and specific factors that affect it. In this part of the workshop, activating teaching methods will be used, which will allow to deal in an interesting and active way with the problems that course participants encounter in pedagogical work, and will also show how to revive teaching when taking over professional economic topics. Specifically, the following methods will be used: group discussion, work in small groups, work in pairs, individual work, brainstorming, filling in and analyzing questionnaires, role playing. We will be looking for answers to the following questions with the course participants:

- - *What type of personality am I? What are my characteristics and how do they influence my behavior?* (reflection on one's own personality and behavior towards students: the starting point will be the findings from the psychodiagnostic method "Eysenck's personality questionnaire" - the results will indicate to the course participants their strengths and weaknesses in relation to their pedagogical work and interaction with students)
- - *What are my students like? What do I like about them and what do I not like?* (After a group discussion of various student characteristics that may affect a teacher's perception of a successful student, course participants identify specific characteristics that positively or negatively affect their relationship with students. Course participants also focus on stereotypes and prejudices and reflect subjective criteria into judgment about the student.)
- - *What influenced you personally in building a relationship with teachers?* (using brainstorming, various characteristics of the teacher will be identified, which can influence the students' relationship with him and the quality of their mutual interaction)
- - *How are we equal with students and how are we not?* (course participants will create a psychological characteristic of a university student's personality by selecting relevant information from a number of prepared cards with various information related to mental development - based on its analysis will understand the peculiarities of early adulthood, which must be taken into account)
- - *What are the specifics of the interaction between a university teacher and a student? Which factors influence it by the teacher and the student?* (based on a group discussion on specific pedagogical situations that teachers encounter in practice, specific manifestations and effects in the interaction between teacher and student will be specified, such as Pygmalion effect, Golem effect, halo effect, preferential attitudes, activation attributes, unsuccessful personality syndrome, etc. Then we will use role-playing, where one participant will be in the role of a student and the other in the role of a teacher, to present various situations at the university, e.g. in a test where a specific effect is manifested. Course participants take turns playing roles. Others observe the scenes and after each of them discuss the situation, suitability, unsuitability or alternative solutions)
- Following the psychological aspects of the teacher's personality and the mutual interaction between him and the students, in the second part of the workshop we will focus on the teacher from a pedagogical point of view. Through discussion, group work,

individual work or brainstorming, course participants will gradually look for answers to the following questions:

- - *Where do I see problems in the teacher's work?* (embedding the teaching profession in law and other documents, such as the European Teacher's Charter or the Code of Ethics for Teachers. do we see in the behavior of students at university? A joint search for possible solutions to the identified problems in the work of a teacher at university)
- - *What does it mean to be a good teacher and what is the professional equipment of a teacher?* (with the course participants we will look for answers to what are the formal and informal demands placed on the teaching profession and how they can be met, what are the key competencies of a teacher, how a teacher can improve in his work, etc.)
- - *What types of teachers do we know?* (course participants will analyze and evaluate selected typologies of teachers known from pedagogical theory with a focus on which teacher approaches to students are appropriate)
- *What are the teacher's teaching styles?* (we will evaluate the individual teaching styles of the teacher, their suitability in terms of teaching efficiency and appropriate approach to students)
- *What are the stages of the teaching profession and how to avoid burnout in a teacher's job?* (Course participants will get acquainted with the individual phases of the teaching profession, evaluate their current phase and various aspects of their satisfaction / dissatisfaction in it.
- *How can the "Golden Rules" of a university teacher help me?* (In addition to the "Golden Rules" of a university teacher offered by pedagogical theory, course participants will suggest further measures and tips on how to be a good teacher)

Transmitted outputs (O) related to WORKSHOP 1:

O1: a survey carried out by the course participants focused on finding out the factors, resp. teacher behaviors that positively or negatively affect the interaction between the university teacher and the student (V: 1, 2, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 9) - according to the following dispositions:

a) each participant of the course chooses any group of students whom he / she teaches in a given semester (preferably a group in which he / she subjectively feels that the interaction with them is not satisfactory and needs to be optimized),

b) the participant will create a questionnaire aimed at identifying factors that positively / negatively affect the interaction between teacher and students (he can be inspired by the article Using the "Questionnaire on Teacher Interaction" in the Professional Development of Teachers, mentioned in the recommended literature),

c) the results of the questionnaire filled out anonymously by the given group of students will be part of the portfolio of outputs and will serve to inspire the course participant and improve his work with students - **each participant will submit a summary of main findings as well as related goals of their own development**

O2: making recommendations in the search for an answer to the question How to be a good teacher? At the end of the workshop, participants will be divided into 4-member groups according to their preferences. Using the method of group work, they will develop a portfolio of suggestions and recommendations on how to be an ever better teacher - what to do and what to avoid. At the end, each group will present its proposals and submit the final list in writing after joint assessment with the other participants in writing (V: 2, 3, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 9)

WORKSHOP 2: How do university teachers develop during their careers? How do I properly design a new subject / course or modify an existing subject / course?

After completing the workshop, participants will know (V: 1, 2, 3, 4, 5; CDO: 1, 2, 4; SO: 5, 6, 7, 8, 9):

- *characterize the philosophy "Research and management of teaching and learning processes" (free translation from the English Scholarship of Teaching and Learning = SoTL) and its contribution to the professional development of higher education teachers and improving the quality of higher education,*

- *justify the contribution of own action research in the field of pedagogy for its pedagogical activity,*
- *characterize selected theories of learning with the main focus on constructivism and describe how to apply their knowledge in higher education,*
- *explain the essence of the theory of constructive alignment of teaching, learning and assessment methods with the expected learning outcomes,*
- *to design a new subject / course / module, resp. modifications of an existing subject / course / module in accordance with the recommendations of the theory of constructive harmonization.*

Course and content of the workshop:

In this workshop, participants should be aware that as university students develop, so does the university teacher. Although this development is individual, it is possible to generalize certain phases that most individual teachers go through. The workshop will begin with a study of selected parts of the article How professors develop as teachers, listed in the bibliography for this workshop. Each group shall study and jointly discuss one stage of the development of a university teacher in accordance with this Article, and then its representative shall present it to the other participants. In the joint discussion, the course participants will look for answers to the following questions:

- *What does the teacher learn in the various stages of his development?*
- *Are the individual development phases better or worse than others?*
- *How can this knowledge help us to improve our teaching in order to improve the learning of our students?*

One of the starting points for ensuring the continuous improvement of teaching at universities is the active research and management of teaching and learning processes (from the English Scholarship of Teaching and Learning). Under this term we mean systematic research of self-teaching focused on identifying related problems and finding solutions using appropriate theories in the fields of learning psychology, pedagogy or didactics of economic subjects, which leads to continuous improvement of students' own pedagogical practice and learning outcomes. An important part of this approach is the continuous sharing of experience from one's own teaching and knowledge from related action research with other colleagues in informal pedagogical conversations, as well as public presentation / publication of findings or building a common knowledge and experience portfolio.

The discussion on the importance of active research and management of teaching and learning processes should be the main starting point and rationale for the final output of the whole course - a joint professional / scientific article on own action research carried out in pairs. Therefore, course participants will receive initial information about this output at this stage and will choose pairs to look for common topics (final pairs and topic proposals should be approved by the course guarantor, at the latest at the end of the last, fifth workshop). Course participants will further discuss with the facilitator how this output and other activities / outputs passed on in the course contribute to the acquisition of the values and outputs required in the Learning, Teaching and Assessment Awards.

The second part of this workshop will be mostly practical. After a brief reminder of the relationship between teaching and learning, we will introduce the participants to selected theoretical approaches to teaching, focusing mainly on constructivism. We will bridge from it to the theory of constructive harmonization of teaching goals, teaching / learning methods and student assessment methods. Subsequently, participants will work in pairs (ideally arranged according to the relationship of the subjects they teach). Their task will be to evaluate the current system of teaching the chosen subject, which is close to them, and to come up with suggestions for improvement, which they will be able to justify by using the theory of constructive harmonization. At the end of the workshop, each pair briefly presents the essence of their proposals and will defend them in front of other participants. For the "homework", the participants in pairs will develop and complete their proposals on the basis of the results of the discussion during the presentation, as well as on the basis of other findings gained at the third and fourth workshops. The result will be handed over to the lecturer in writing as part of the portfolio of course outputs at the last, fifth workshop.

Transmitted output (O) related to WORKSHOP 2:

Q3: a written summary of the proposed changes to the subject / course and their justification based on the theory of constructive alignment - the participants will start developing this output in pairs during the second workshop. However, they will not complete it until the results of the joint discussion have been incorporated at the end of the workshop and on the basis of further findings from the third and fourth workshops. They will submit their proposals with a justification in writing to the lecturer of the course at the fifth workshop. The scope of this output should be at least 2-3 pages of text. (V: 1, 2, 3, 5; CDO: 1, 2, 4, SO: 5, 6, 7, 8, 9)

WORKSHOP 3: What are the main challenges in teaching larger groups of students compared to teaching small groups? What teaching and learning methods are suitable for lectures and how do they differ from the methods of conducting seminars or exercises?

After completing the workshop, participants will know (V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7, 9):

- *state the teaching methods usable in the lecture and in the seminar / exercise,*
- *compare the possibilities of using activating teaching methods in different organizational forms of teaching, evaluate their advantages and disadvantages,*
- *determine the factors enabling, resp. preventing the use of activating teaching methods in various forms of teaching at the university (opportunities, threats), využívať vybrané aktivizujúce vyučovacie metódy na prednáškach/seminároch/cvičeniach.*

Course and content of the workshop:

Every teacher should know as many teaching methods as possible that he can use in the teaching process so that he can apply them functionally and creatively to the specific content of education, in different pedagogical situations, and especially for different students. This requirement raises the need for continuous improvement of the teacher, his active approach to the innovation of his work, experimentation in teaching, searching for the most effective way of teaching. An important factor in the choice of teaching methods is the organizational form of teaching. At the university, we meet mainly with lectures, seminars and exercises.

In this workshop we will focus on the comparison of teaching methods applicable in smaller and larger groups of students in various organizational forms of teaching. When choosing teaching methods, we start from their function. While the main function of lectures is to mediate a systematic theoretical interpretation of a given discipline, its part or problem on which the discipline is focused, seminars and exercises focus on deepening and applying theoretical knowledge gained in lectures or self-study, critical thinking, learning argumentation, cooperation, interpretation of facts, mastering different ways of solving problems. In the workshop we will point out the advantages of permanent groups in seminars and exercises, which can have a positive effect on the use of activating teaching methods, in contrast to a large, often anonymous, volatile group of students in lectures..

We will also analyze the possibilities of making lectures more attractive at a time when the importance of lectures in their classical understanding decreases due to the availability of information - we will emphasize the importance of an interactive lecture. We will focus on a new understanding of the lecture - the transition from a traditional, monologue lecture by a university teacher to dialogue, with the inclusion of student activities during its course. The teaching methods used should be a reflection of the pedagogical erudition of the teacher, his interest in students, their learning and intellectual development, which is reflected in the growing independence of students in solving assigned problems, developing their lateral, creative and critical thinking.

At the workshop, we will be looking for answers to the following questions with the course participants:

- *What teaching methods can I use in the lecture and what are suitable for the seminar or exercise?*
- *Is the portfolio of activating teaching methods I know sufficient?* (use of dialogical teaching methods, problem-solving methods, etc. - mutual exchange of experiences from the use of activating teaching methods in the above organizational forms of teaching)
- *What are the differences in the use of activating teaching methods in small and large groups and why?* (SWOT analysis of the use of activating teaching methods in lectures and seminars / exercises)
- *How can I streamline teaching during the lecture? Do I support sufficiently diverse thought processes in my students?* (application of activating teaching methods in the lecture, elements of students' activity in teaching in large groups)
- *Are activating teaching methods always a means of increasing the effectiveness of the teaching process?* (activating teaching methods and Dr. Fox effect)
- *What model solutions through activating teaching methods can replace traditional teaching?* (comparison of the use of traditional and activating teaching methods on the same topic, discussion of the benefits and negative aspects of individual methods with respect to individual elements of the didactic system)

Selected teaching methods will be applied by course participants in selected topics and several activating teaching methods will be directly used in the work of course participants at the workshop.

Transmitted output (O) related to WORKSHOP 3:

04: SWOT analysis of the most frequently used teaching methods so far on their own lectures, seminars or exercises prepared individually by each course participant. Proposal for the use of other teaching methods and methods of active learning of students on the basis of acquaintance with a wider portfolio of these methods, taking into account the personality characteristics of the course participant and other aspects influencing the choice of appropriate method. This output will be prepared by the course participants according to the following dispositions (V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7, 9):

- a) During the workshop, participants will be invited to identify the strengths, weaknesses, opportunities and threats of the teaching methods they use most often. They will present their conclusions to the other participants and discuss with them the initial views presented;
- b) by a joint discussion on the advantages and disadvantages of individual teaching methods, the participants come to the conclusion about the suitability of their use in lectures, seminars or exercises. They will use the knowledge from the discussion to finalize their own SWOT analysis of the methods used so far. They will then assess and propose the possibility of using 2-3 other, hitherto not commonly used methods, justifying the factors influencing their choice. They will try to evaluate the contribution of these new methods to teaching in relation to students and teachers. SWOT analysis together with proposals of new methods with justification of their use are processed in writing and submitted to the course lecturer.

WORKSHOP 4: What is the importance of proper communication in the work of a university teacher for student development? How can I use e-learning in my subject and what are the main challenges in implementing online teaching at university?

After completing the workshop, participants will know (V: 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 7, 9):

- *use self-knowledge, self-reflection and self-awareness as important prerequisites for the professional work of a university teacher in the field of communication,*
- *identify manifestations of activity, passivity, assertiveness, manipulation on the part of students and respond correctly to the above manifestations in the teaching process with an emphasis on respecting the limits of influencing students by university teachers,*
- *recognize sources of conflicts in communication with students, know how to prevent conflicts in communication and solve difficult communication situations,*
- *communicate in the conduct of final theses at various levels of university study, conduct individual consultations with students and support students in their research, research and research activities, which is part of the creation of final theses,*
- *characterize the concept of e-learning and distinguish it from other concepts related to the use of technology in full-time or online teaching.*

Course and content of the workshop:

Communication in the work of a university teacher - the intention of the first part of the workshop is to expand the theoretical knowledge of course participants about communication styles, processes of self-knowledge, self-reflection and self-awareness of university students and the limits of influencing students by university teachers. Emphasis is placed on diagnosing challenging communication situations and practicing their solution. Part of the content of education are the specifics of communication in conducting students' final theses at various levels of university study.

During the workshop, mainly activating teaching methods (case studies, role-playing, etc.) will be used, with an emphasis on practical exercises, submitting proposals for solving simulated communication situations and analyzing the possible consequences of these

solutions on the part of students and universities. The workshop will be thematically divided into the following areas:

a) communication styles - includes the following topics:

- university teacher interaction styles,
- self-knowledge, self-reflection, self-awareness,
- emotions in communication,
- examples of manifestations of activity, passivity, assertiveness, manipulation on the part of students and recommended approaches to them in the communication of the university teacher,
- limits on influencing students by university teachers;

b) barriers in communication - includes the following topics:

- sources of conflicts in communication with students,
- prevention of conflicts in communication,
- difficult communication situations and their solution;

c) communication in conducting final theses - includes the following topics:

- supervision of final theses of students of various degrees of university study,
- individual consultations with students, principles and procedures for communication related to the management of final theses,
- support for the development of students' research, research and research activities,
- communication in cooperation with partners in science and research and in economic practice.

How to effectively use e-learning and implement online teaching at university? - The second part of the workshop will begin with a discussion of the concepts of e-learning, blended learning, technology-supported learning and we will discuss their relationship to the concept of online teaching. We will show and define massively open online courses (MOOC). Based on the experience and opinions of the course participants, we will work on the knowledge that a typical e-learning course is more suitable for short-term courses, consists of various options for interactive exercises and connected applications. And most importantly, it's not just a storage place for study materials. In e-learning courses, as in any other form and method of

education, the teacher has an irreplaceable role and position - in this case the creator and manager of the course.

The functionalities of the e-learning course will be illustrated on illustrative examples of the environment of different courses within different applications and levels of education. At the same time, we will carry out a discussion in the form of a snowball so that the individual participants will state what could be part of an e-learning course in their opinion. We will also discuss individual didactic principles and their respect in creating e-learning courses.

Transmitted output (O) related to WORKSHOP 4:

O5: the output of the fifth workshop will focus on several issues related to the communication of the university teacher with the students and will have three components:

- a) Personnel SWOT analysis of the course participant - each participant will prepare his / her staff SWOT analysis aimed at assessing his / her communication skills broken down into strengths and weaknesses, as well as the risks in his / her communication skills and identifying opportunities to eliminate and eliminate weaknesses : 5; CDO: 1, 2, 3, 4; SO: 5, 7, 9)
- b) application of IST / SOLL analysis to a selected communication problem - each participant prepares an IST / SOLL analysis for a specific communication problem on the part of the teacher or target group of students he met in his teaching practice as a university teacher (V: 3, 4, 5 ; CDO: 4; SO: 9)
- c) proposal of a short case study in the work of a university teacher with a difficult communication situation - each course participant submits a case study focused on a difficult communication situation with the presence of conflict between teacher and student from their own or observed pedagogical practice. The case study will also include questions that should lead to a discussion about the evaluation of the teacher's progress in a given situation and the search for possible alternative solutions (V: 2, 3; CDO: 3; SO: 5).

WORKSHOP 5: How should I use e-learning tools effectively and efficiently in my teaching? How do I evaluate my subjects / courses and use the feedback to improve my teaching and the better learning of my students?

After completing the workshop, participants will know (V: 1, 2, 3, 4, 5; CDO: 1, 2, 3, 4; SO: 5, 6, 7):

- *to create a proposal for an e-learning course taking into account the possibilities and features of this form of education;*
- *use effective didactic principles (not only) when creating an online course:*
- *to activate students,*
- *for the sequence of taking over individual topics,*
- *for visualization within study materials,*
- *for clarity and a user-friendly environment,*
- *supplementing various examples from practice with links to websites, videos or other resources ensuring the connection of the curriculum with practice,*
- *for orientation to students in communication with them,*
- *creating a comprehensive (integrated) content of education,*
- *for respecting the individual peculiarities of individual students,*
- *to ensure the permanence of knowledge,*
- *on the use of diversity and interconnection of individual teaching methods within the course,*
- *explicit indication of teaching objectives not only in the online course, but also during teaching,*
- *emphasis on the development of individual components of education, such as intellectual, occupational, moral, humanistic or ecological;*
- *analyze, evaluate and effectively use feedback from students, colleagues, superiors, etc. to improve their pedagogical competences with the main aim of improving the learning of their students,*
- *use pedagogical conversations with a critical friend as a tool for self-improvement.*

Course and content of the workshop:

The aim of the first part of the workshop will be to learn to use the possibilities of e-learning tools in the teaching process with reference to their functionality and taking into account the didactic principles of online courses and to create a proposal for your own e-learning course, resp. module for your subject / course. We will follow up on the introductory discussion and demonstration instruction from the final part of the previous workshop. After summarizing the knowledge, the participants in pairs will prepare a proposal for the concept of an e-learning module on the selected topic from the subject / course they focused on in the preparation of O3, using appropriate functionalities and justifying the use of didactic principles. The workshop will also include a mutual evaluation of the first proposals of other pairs of course participants. The discussion will focus on the appropriateness of the choice of functionalities in relation to individual

didactic principles. Participants should perceive the modernization of teaching using modern technologies in e-learning as one of the ways to meet the goals of the university, which are, among other things, quality education, knowledge development, as well as creative research.

The second part of the workshop will be thematically focused on the evaluation of subjects / courses, which logically completes the cycle of topics of the entire course. At the end of the course, participants should understand that the evaluation of a subject cannot be narrowed down to the evaluation of students' success in exams. It is only one of several indicators of the quality of teaching and learning in the subject. This aspect needs to be linked to a system of identifying, evaluating and using feedback from students as well as other relevant actors. Workshop participants will get acquainted with selected concepts of teaching assessment by students, make a comparison and discuss their advantages and disadvantages, as well as what teachers need and should use this feedback. They will then identify other relevant feedback groups in the discussion. For inspiration, they will get acquainted with the main reference of the article Consultation Using Critical Friends, listed in the bibliography. The importance of pedagogical conversations stems from the fact that they are an important element in the study and management of teaching and learning processes (SoTL) as a prerequisite for the continuous professional development of a university teacher.

At the end of the workshop, course participants will receive more information about the meaning, main goals and progress of mutual observations in the second semester and agree on the final division of topics and assignment of mentors to process professional / scientific articles in pairs, which will be the main final outcome of the course joint meeting at the end of the second semester.

Transmitted outputs (O) related to WORKSHOP 5:

O6: design of the e-learning course concept, resp. module of the course on the selected topic of the course (following O3) - a pair of participants will propose the concept and structure of the e-learning course, briefly describe and justify the classification of its various components, types of exercises and tools (functionalities) with justification of their connection to learning objectives. The design of the course concept will include the teaching objectives of the course, a brief description of the chosen combination of educational texts or presentations, additional exercises, videos, tools for feedback on student learning, tools for diagnosing students for the needs of the teacher, communication with the teacher / course administrator. etc., including the justification for their inclusion in relation to the objectives of the course. The proposed concept should reflect the following principles: active learning, sequencing in the curriculum, visualization of the curriculum, overall user-friendly environment, the possibility of additional

resources for more demanding users of the course but also for less able users (student orientation), ensuring the sustainability of knowledge, adherence diversity in the methods and means used, indicating the teaching objectives for each topic. The concept should also comply with the principle of education (practical use of ICT tools, support for intellectual or work education, etc.). (V: 1, 2, 3, 4, 5; CDO: 3; SO: 7, 8, 9)

O7: proposal of three relevant real goals of own professional development to improve own pedagogical work in the next semester on the basis of feedback from the past and their justification not only in relation to this feedback, but also to theoretical knowledge about the teaching process - each participant also with a brief justification will be submitted in writing as part of the portfolio of course outputs (V: 2, 5; CDO: 1, 2, 4; SO: 5, 6)

Achieving individual values and outcomes Each learning, teaching and assessment will be assessed by the relevant lecturer at each output of the first semester by enrolling in the personal card of the participant of the course for the first semester, which is listed in Annex C.

5 COMPULSORY AND RECOMMENDED LITERATURE FOR COURSE PARTICIPANTS

The literature intended for individual workshops of the first semester is intended to help course participants to better orientate themselves in individual topics. It is also a source of information for expanding knowledge in those areas that interest the most participants in the course, respectively. for which they know how to find the greatest space in the teaching of their subjects. At the same time, it is a starting point for their preparation for the activities of the second semester.

WORKSHOP 1

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6 TEAM LECTURER TEAM

The lecturers of the individual workshops of the course in the first semester and at the same time mentors in creating outputs and activities in the second semester are university teachers of the Department of Pedagogy **of the NHF EU in Bratislava (according to the schedule in the teaching schedule)**. Contacts and brief information about the members of the teaching team are available at: <https://nhf.euba.sk/katedry/katedra-pedagogiky/clenovia-katedry> .

7 TEACHING SCHEDULE

The teaching schedule will be compiled for each course according to the current organizational conditions in the relevant academic year and supplemented in the form of a brief tabular overview for this place.

8 ACKNOWLEDGMENTS

This course was created thanks to the support of a grant from the European Union program Erasmus + as part of project no. 2020-1-SK01-KA203-078299 entitled Designing Holistic and



Erasmus+

Sustainable Educational Development to Improve Student Learning (HOSUED). More information about the project is available at: <https://hosued.euba.sk/>

How to fulfill the values and outputs of the Learning, Teaching and Assessment Award

Mapping the underpinning Values

Participants must show how their work is informed by:	Where in your programme do participants develop and demonstrate this Value?
Developing understanding of how people learn (V1)	The syllabus of the programme is based on student-centred approach to teaching and learning. The participants will be encouraged to think about their students and the way they learn in all workshops of the first semester as well as in the activities and tasks of the second semester. The first workshop will start with finding answers to the question why it is important for teachers to interact with their students in a discussion that should focus mostly on university students and their relationships with teachers. In the following workshops, the participants will gradually learn how to design courses, choose appropriate methods of teaching, learning and assessing as well as suitable digital technologies and communication techniques for the benefit of their students. In the second semester, the observers will be encouraged to watch and comment on the other participant's teaching in class primarily from his/her students' point of view. The following discussion and the reflective essay that the observed participant will write should include his/her explanation of why he/she has chosen the particular methods of teaching, learning and assessing and how they helped his/her students learn more deeply and efficiently.
Practising in ways that are scholarly, professional and ethical (V2)	In the workshops of the first semester, the participants will be guided through the required and/or recommended reading lists, which should cover relevant educational theories and provide them with appropriate theoretical background to

	<p>all the topics covered. The workshop facilitators should direct the course participants to the resources that are of greatest interest to each of them and can help them with the problems they face in their own teaching. The reflective essays written in the second semester should prove that each course participant can use arguments from relevant literature to explain the way he/she taught his/her students in the observed lesson. Moreover, the working paper/article that the couples of participants will produce and defend in the final meeting at the end of the second semester will need to include relevant literature review on the chosen topic used to support and/or discuss their conclusions.</p>
Working with and developing learning communities (V3)	<p>The participants will be encouraged to mutual discussions in the workshops and they will work in pairs or groups on some of the outputs during the workshops. One of the main goals of the whole programme is to support pedagogical conversations between the participants in an informed way, based on related literature review and sharing relevant experience. Both tasks of the second semester will be done in pairs, which should help to build stronger connections between the participants and teach them how to communicate about educational topics in the future. The workshop facilitators/mentors will encourage the participants to discuss the problems they identify in their teaching and their students' learning not only with the other participants in the programme, but also with their colleagues at their departments. We believe that together with the other planned measures at EUBA within the HOSUED project, this will gradually lead to formation of communities of practice where pedagogical conversations will become a usual part of everyday working life of university teachers. Having understood the importance of student-centred approach to teaching and learning, we believe that the graduates from the programme they will start using more active learning and</p>

	cooperative learning methods in their own classes, making their students become part of learning communities instead of being isolated learners.
Valuing diversity and promoting inclusivity (V4)	In the first workshop, the participants will analyse different aspects of teacher-student interaction. In the discussions, they will uncover how it differences between their students can influence this interaction and how they should exploit this diversity among their students in their teaching. In the following workshops and in the outputs of the second semester, the participants will design teaching methods, teaching aids, communication techniques, e-learning concepts, assessment methods etc. in a way that is appropriate for the students in their courses and in compliance with their needs. They will be asked to explain how they will include the students with specific needs and how they will approach them individually in class and facilitate their learning.
Continually reflecting on practice to develop ourselves, others and processes (V5)	All the assignments in the programme will be adjusted to the specific needs of each participant or each pair/group of participants in case of pair/group assignments. Most of the outputs they will hand over should have the potential to help them improve their own teaching. They will be encouraged to incorporate the results in their own teaching and to discuss new approaches and possible changes in the processes related to teaching and learning in the courses offered by their departments with their colleagues. The practical orientation of all the assignments should ensure that the participants reflect their own practice and use the new knowledge and shared experience to develop themselves as well as their colleagues and the related processes at their departments.

Mapping the Core Development Outcomes

Core Development Outcomes Award participants will be able to:	Where in your programme do participants develop and demonstrate this Outcome?
Identify their own professional development goals, directions or priorities (CDO1)	During the first two workshops, the participants will analyse teacher personality and its influence on teacher-student interaction. They will discuss what a good teacher should be like and how university teachers develop over the course of their careers and they will identify their actual stage of professional development. They will discuss possible ways of burnout prevention and treatment. The last workshop will help them summarise what types of feedback and in what ways they can regularly use to improve their own teaching for the benefit of their students. All the other assignments in the first semester as well as the task/activities in the second semester should directly reflect their own practice and help them with their professional development via identification of problems related to teaching and learning in higher education (preferably in their own classes) and finding solutions to those problems based upon relevant knowledge in the area of pedagogy, psychology, didactics and educational research. This way the participants will demonstrate that they are able to set their own professional development goals and priorities in an informed way.
Plan for their initial and/or continuing professional development (CDO2)	As described above, most of the activities and assignments in the programme are designed in a way that will focus the participants' attention on their own teaching and problems they have identified in their own classes/courses. They will be asked to find possible solutions to those problems using relevant literature resources and the facilitators/mentors will encourage them to implement the proposed changes/initiatives in their classes. This way, the participants should understand how important their continuous

	<p>professional development is for student learning enhancement. The feedback they will receive from the other participant observing their teaching in the second semester and the mentor's comments on the reflective essay should help each participant to uncover the areas they had trouble with in their own classes and plan professional development activities to improve in those areas. We also believe that the discussion in the final meeting at the end of the second semester where pairs of participants will present and defend their working papers/articles will be a great source of mutual inspiration for their continuing professional development upon successful completion of the programme.</p>
Undertake appropriate development activities (CDO3)	<p>The whole programme will make the participants reflect on their own practice and look for possible improvements in several areas, including (re-)designing courses for university students taking into account the philosophy of constructive alignment, suggesting appropriate methods of teaching and learning for small groups as well as larger audiences, creation of relevant teaching aids, using e-learning modules and online teaching to enhance student learning, improving their interaction with students via suitable communication techniques, using various types of relevant feedback for the benefit of their students etc. The participants will hand over the required outputs after each workshop to prove that they will be able to undertake development activities related to their teaching on completion of the programme.</p>
Review their development and their practice and the relations between them (CDO4)	<p>Theoretical background of the whole programme (based on the required and recommended reading lists) should provide the participants with a solid base of resources with relevant knowledge that can be used to review their development and identify their specific developmental needs. The activities and assignments of the programme focus on</p>

	<p>application of the knowledge in the participants' common practice. Thus, the participants will understand from their own experience in the workshops and other activities that educational and didactic theories are very useful for their professional development and they will see them as a powerful tool to improve their teaching practice. The assignments will teach them how to assess their performance as teachers and how to use theories to make it more efficient. After the programme, they should be able to review their development and identify new development directions on a regular basis.</p>
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Mapping the Specialist Outcomes for this named award

Specialist Outcomes	Where in your programme do participants develop and demonstrate this Outcome?
Participants will be able to:	
Use a variety of methods for evaluating their teaching (SO5)	<p>Both outputs produced by the participants in the first workshop are connected with evaluating their own teaching. As output 1 (O1) the participants will hand over the results of a short survey carried out among the students in their actual classes. These should focus on the factors and types of the participant's behaviour that influence positively and negatively his/her interaction with students. The results should become a source of inspiration for the participant to improve his teaching and the quality of his/her interaction with students. Moreover, these results, together studying relevant theoretical background on teacher personality and the profession of a teacher should be a good starting point for producing output 2 (O2) – a short reflective essay summarising the participant's recommendations on how to be a good teacher.</p> <p>In the fourth workshop, each participant will prepare his/her personal SWOT analysis focusing on their communication skills as part of output 5</p>

	<p>(O5). Output 4 (O4) produced in the third workshop will also start with a brief SWOT analysis related to the methods of teaching and learning that each participant has used most of the time in his/her seminars/lectures so far.</p> <p>The final output of the first semester of the programme (O7) should be based on a thorough analysis of various types of feedback that each participant has gathered from their students, colleagues, heads of departments, the programme facilitators etc. They should produce and hand over as output 7 a proposal of 1 – 3 personal goals to improve their teaching in the next semester, which should reflect the priorities of their professional development according to the results of the feedback evaluation. They should also support the choice of the particular goals with arguments based on the theoretical background from relevant literature.</p>
Inform their practice with relevant strategy, policy and quality considerations (SO6)	<p>The Slovak accreditation agency for higher education sets standards for the internal systems of all universities in Slovakia and their study programmes. They are based on the general requirements of Act No. 269/2018 Coll. on Quality Assurance of Higher Education. At present, all universities are taking measures to adjust their internal systems to the new quality requirements, which make them shift to student-centred learning, teaching and assessment. This is a change that some of the teachers may have problems with because of their teaching habits from the past. Therefore, the participants of this programme should become agents of change not only in their classes, but also at their departments. The programme is based on the same values as the new accreditation process requires from all Slovak universities. The participants of the pilot course of the programme will become a first group of teachers newly trained in compliance with the new policy documents that EUBA has prepared in the new accreditation process lately. The facilitators</p>

	<p>will make sure that they are aware of this fact and encourage them to help spread the new principles and approaches to learning, teaching and assessment among their colleagues.</p>
<p>Use a range of methods of teaching and supporting learning, assessment and feedback, appropriate to the learners, subject and context, including use of appropriate technologies (S07)</p>	<p>The third workshop will focus on various methods of teaching and learning. The participants will compare suitable methods for seminars with methods appropriate for teaching larger audiences in lectures. Based on a brief SWOT analysis of the methods each participant uses most often in his/her seminars/lectures, they will be asked to prepare a proposal of a new method and the concept of its use in a particular situation/topic in one of his/her courses, explaining how it will help to support student learning and why it should be better in that situation compared to the previously used methods. This proposal together with the initial SWOT analysis will form output 4 (O4) of the programme.</p> <p>In the fourth and fifth workshops, the participants will compare traditional in-class teaching with online teaching and they will discuss how they can incorporate e-learning modules in their regular teaching after the COVID-19 pandemic when most of the courses will be taught in classes again. They will be required to prepare a concept of an e-learning module that could be used to support student learning within a selected course and hand it over as output 6 (O6) of the programme.</p> <p>Moreover, the participants will demonstrate their ability to use a range of methods of teaching, learning and assessment in their own seminar/lecture where they will be observed by one of the other participants. They will prove that they are able to defend the methods and technologies used in an informed way in the reflective essay that they will hand over in the second semester.</p>

<p>Contribute to the design, planning and evaluation of courses, modules or programmes (SO8)</p>	<p>Although assistant professors (junior university teachers) are normally not fully responsible for designing whole courses or even study programmes, their role in their design, planning and evaluation will grow in the new system of university accreditations in Slovakia. It puts more emphasis on the quality of outputs that each university teacher produces than on the titles they have acquired. So even assistant professors with a certain number of high-quality publications in their fields will be directly included in the teams of teachers who will design or re-design study programmes and courses they include. Junior teachers will be mostly responsible for the design of individual courses and should be able to do it in a meaningful way. That is why we will focus on the theory of constructive alignment and its application in course design in the second workshop. Working in pairs (to learn how to co-operate and discuss pros and cons of their proposals with colleagues), the participants will be required to produce a written proposal of changes in the design of a course they are both familiar with using arguments based on the theory of constructive alignment to prove that the proposed changes will lead to higher quality of teaching and learning. This proposal will be handed over as output 3 (O3) of the programme.</p>
<p>Create a learning environment that includes student support and guidance (SO9)</p>	<p>Besides the outputs from the first workshop (O1 and O2) which we have already described as part of the first specialist outcome, output 4 (O4) will also focus on how a teacher can support student learning and provide them with guidance in specific difficult situations. Based on each participant's personal SWOT analysis of communication skills, they will apply the so-called ist/soll analysis to a chosen communication problem in higher education and describe it in a form of a simple case study. They will propose solutions of the described problem, which should contribute to creating a learning environment that includes student support and guidance.</p>

Form for evaluation of second semester outcomes by mentors**Course participant name:****Academic year:****Name of assigned mentor:**

Based on the studied reflective essay, article and its presentation, as well as on the basis of a personal interview with the relevant pair of participants, the mentor will assess the fulfillment of the required criteria for both outputs. The degree of fulfillment of the requirements for individual outputs will be evaluated separately for each participant in a pair of words: **yes, partially or no**. In case of a "partial" or "no" rating, he shall attach a reasoning comment.

Description of the evaluation criterion	Fulfilled	Mentor's comment
By writing a self-reflection on his own lesson, the course participant demonstrated the ability to identify relevant areas for self-improvement within his / her own professional development and to use the feedback from the attending participant.		
The course participant is able to analyze and evaluate the observed lesson, formulate relevant comments and defend them with the help of selected knowledge from the psychology of learning, pedagogy and didactics of economic subjects.		
By participating in the preparation of the article, the course participant proved that he / she is able to analyze the chosen problem related to higher education and recommend its		

solution on the basis of relevant theories, resp. results of own action research		
In both outputs, the course participant demonstrated the fulfillment of all required values and outputs of the Learning, Teaching and Assessment Award in accordance with Chapter 3 of the Handbook.		

Personal card of the course participant

Development of pedagogical skills to improve students' learning to assess the compliance of the outputs submitted in the first semester with the values and outputs of the Learning, Teaching and Assessment Awards

Course participant name:				Academic year:			
SEDA-PDF values and outputs	Output O1	Output O2	Output O3	Output O4	Output O5	Output O6	Output O7
V1							
V2							
V3							
V4							
V5							
CDO1							
CDO2							
CDO3							
CDO4							
SO5							
SO6							
SO7							
SO8							
SO9							
Date							
Lecturer's signature							

Appendix 4

Meaningful and useful. What teachers take from their teaching development course

Research proposal for O3: A study assessing the impact of newly introduced ED initiatives, project: Designing Holistic and Sustainable Educational Development to Improve Student Learning (HOSUED) 2020-1-SK01-KA203-078299 (Erasmus+)

Co-funded by the
Erasmus+ Programme
of the European Union



Prepared by Gabriela Pleschová (Comenius University in Bratislava), Jaromír Novák (University of Economics in Bratislava) and Roisín Curran (Staff and Educational Development Association), 18 December 2021

The purpose of research

The purpose of this research is to explore perceived outcomes from new educational development (ED) courses introduced at Comenius University in Bratislava (UNIBA) and University of Economics in Bratislava (EUBA)

Sources of data collection

1. All course participants will be asked to complete an online survey which will comprise of descriptive accounts of their perceptions of learning in their ED course. These will be anonymous by completing an online form. The language of the survey will be Slovak. Data will be collected:
 - a) between 2 and 8 weeks after attending the last workshop of the course (Jan 2022 – Feb 2022)
2. Selected participants will be interviewed to explore in more depth their perceptions. Sampling will be made based on participant willingness to be interviewed and based on findings from written accounts in the survey. We will do thematic analysis of the written accounts to identify key themes. We will then select several representatives to be interviewed based on the themes.
 - a. Data will be collected in March 2022.
 - b. Data will also be collected in June 2022 (post-course).

Interviews will be carried out by two interviewers interviewing one course participant. Interviewers will be individuals outside the course team. UNIBA course team members will interview EUBA course participants and vice versa. UNIBA course is attended by 15 participants, so it is assumed that EUBA course team members will do some 6 interviews. Due to making this research feasible, it is also suggested that UNIBA course team members undertake similar number of interviews with EUBA graduates. The language of the interviews will be Slovak.

While interviewing, one person will be asking questions and another one will be observing noting down the issues that catch their interest. After the interview, both will sit together, talk about the interview and note down the key findings from the interview. Interviews will also be recorded and transcribed verbatim. This implies that

each interview will result in two data sets: verbatim transcripts and brief 1-2 page notes of the interviewers.

Online Survey Questions (written accounts)

1. As a university teacher can you describe how meaningful you found the workshops (the course)?

Hodnotíte svoju účasť na kurze/workshopoch ako zmysluplnú? Ak áno, prosím popíšte, čo vám dávalo najväčší zmysel, resp. v čom ste videli najväčší význam.

2. As a university teacher what did you find most useful from the workshops (the course) for your teaching?

Bol podľa vás kurz/workshopy užitočné? Ak áno, uveďte, prosím, čo považujete za najužitočnejšie pre svoju výučbu.

3. Can you describe any inspirations for your own teaching from the approaches and methods used by facilitators?

Považujete prístupy a metódy, ktoré využívali lektori, za inšpiratívne pre svoju pedagogickú prax? Ak áno, popíšte, čo Vás najviac inšpirovalo.

4. From what you have learnt in the workshops (course), what are you going to use in your teaching practice?

Ktoré veci z tých, ktoré ste sa naučili počas workshopov (kurzu), plánujete využiť vo svojej pedagogickej praxi?

5. Is there anything else that you would like to share about your experiences on this course?

Ak chcete dodať ešte niečo, čo sa týka Vašich názorov a skúseností súvisiacich s týmto kurzom, môžete to uviesť tu.

6. Would you be prepared to share with us your views in an interview? If yes, can you please leave your email here?

Boli by ste ochotní zdieľať s nami svoje názory podrobnejšie prostredníctvom interview? Ak áno, prosím, uveďte svoju kontaktnú emailovú adresu.

Protocol of the semi-structured interview: after the workshops/course

1. The survey to participants revealed several themes. Could you please elaborate more on X?

V dotazníkovom prieskume sme zistili niekoľko hlavných tém súvisiacich s tým, čo ste sa ako účastníci na kurze naučili. Môžete, prosím, konkrétnejšie porozprávať o...?

2. As you wrote this XX as your view on what you found useful when attending the workshops/ course. Can you please elaborate more on that?

V prieskume ste uviedli XX ako súčasť toho, čo ste z workshopov/kurzu pokladali za užitočné. Môžete, prosím, svoju odpoveď rozviesť?

3. Can you tell us more about what inspired your own teaching practice? (asking about how facilitators role modelled teaching practice)

Mohli by ste nám povedať niečo viac o tom, čo z prístupu alebo metód lektorov kurzu ste pokladali za inšpiratívne pre svoju pedagogickú prax?

4. You wrote you plan to use this XXX in our teaching practice. Can you please explain why?

V prieskume ste uviedli, že plánujete využiť XXX vo svojej učiteľskej praxi. Môžete, prosím, vysvetliť dôvody, prečo tak plánujete?

Aside from completing the above-mentioned interviews in the mid-way through the course and after the course, the same participants will be interviewed:

- b) 6-7 months after graduating from the course (January 2023)
- c) 12 months after graduating from the course (June 2023)

Protocol of the semi-structured interview: 6/12 months after the workshops/course

1. Can you describe any changes you made when teaching your own course as a result of participating in the educational development course?

Môžete, prosím, popísať zmeny, ktoré ste uskutočnili v spôsobe vyučovania niektorého vášho predmetu ako výsledok vašej účasti na kurze rozvoja pedagogických kompetentností?

2. How has the course changed your perception of you as an educator?

Ako tento kurz rozvoja pedagogických kompetentností zmenil spôsob, akým premýšľate o svojom vyučovaní?

3. Can you describe your effort and time spent since graduating from the ED course on enhancing your practice?

Môžete, prosím, popísať úsilie a čas, ktorý ste po absolvovaní kurzu venovali zlepšeniu svojej pedagogickej činnosti?

Appendix 5



UNIVERZITA KOMENSKÉHO V BRATISLAVE FILOZOFICKÁ FAKULTA

Etická komisia
Gondova 2, 811 02 Bratislava 1



Rozhodnutie EK/01/2022 o súlade projektu s etickými normami Decision on project compliance with ethical norms

Žiadateľ / Applicant

Mgr. Gabriela Pleschová, MSc., PhD.

Názov projektu / Project title

Meaningful and useful. What teachers take from their teaching development course

Kód projektu / Project code

EK/01/2022

Trvanie projektu / Project duration

január 2022 - august 2023

Zoznam riešiteľských inštitúcií / List of research institutions

Katedra pedagogiky a andragogiky FiF UK

Zoznam predložených dokumentov / List of submitted documents

1. Príloha: Žiadosť o vyjadrenie Etickej komisie FiF UK
2. Príloha: Protokol projektu
3. Príloha: Výskumný zámer (v anglickom jazyku)
4. Príloha: informovaný súhlas

Rozhodnutie / Decision

Po preskúmaní predložených dokumentov z hľadiska dodržiavania etických noriem a platných dokumentov upravujúcich etické aspekty výskumu komisia rozhodla takto:

After reviewing the submitted documents with regard to their observance of ethical norms and valid documents that concern the ethical aspects of the research, the committee has decided as follows:

potvrďuje / approves

súlad projektu s etickými normami / compliance of the project with ethical norms.

Zdôvodnenie zamietnutia / Justification of disapproval:

Ø

Comenius University in Bratislava
Faculty of Arts
ETHICS COMMITTEE
Gondova 2, 811 02 Bratislava 1

Dátum / Date: 13. 1. 2022

Meno a podpis / Name and signature:

prof. PhDr. Marta Botiková, CSc.

Appendix 6

Online Survey Questions (written accounts)

1. As a university teacher can you describe how meaningful you found the workshops (the course)?

Hodnotíte svoju účasť na kurze/workshopoch ako zmysluplnú? Ak áno, prosím popíšte, čo vám dávalo najväčší zmysel, resp. v čom ste videli najväčší význam.

2. As a university teacher what did you find most useful from the workshops (the course) for your teaching?

Bol podľa vás kurz/workshopy užitočné? Ak áno, uveďte, prosím, čo považujete za najužitočnejšie pre svoju výučbu.

3. Can you describe any inspirations for your own teaching from the approaches and methods used by facilitators?

Považujete prístupy a metódy, ktoré využívali lektori, za inšpiratívne pre svoju pedagogickú prax? Ak áno, popíšte, čo Vás najviac inšpirovalo.

4. From what you have learnt in the workshops (course), what are you going to use in your teaching practice?

Ktoré veci z tých, ktoré ste sa naučili počas workshopov (kurzu), plánujete využiť vo svojej pedagogickej praxi?

5. Is there anything else that you would like to share about your experiences on this course?

Ak chcete dodať ešte niečo, čo sa týka Vašich názorov a skúseností súvisiacich s týmto kurzom, môžete to uviesť tu.

6. Would you be prepared to share with us your views in an interview? If yes, can you please leave your email here?

Boli by ste ochotní zdieľať s nami svoje názory podrobnejšie prostredníctvom interview? Ak áno, prosím, uveďte svoju kontaktnú emailovú adresu.

Appendix 7

Interview questions

Q1 - Can you summarize the most important things you have learned while attending this course?

Q2 - Did you find the activities and assignments of the second semester meaningful for you as a teacher?

Q3 - Did you use the chance, to communicate with your coach while preparing the assignments of the second semester? If so, do you find the communication inspirational for the production of your assignments or for your teaching practice?

Q4 - Did the course support you to talk with the other course participants about learning and teaching?

Q5 - What is your overall view of the course regarding its impact on your learning and teaching?

Q6 - Do you enjoy your teaching similarly as you experienced it in the course you attended?

Q7 - What about atmosphere at your lessons? How would you describe the atmosphere that you created in your lessons?

Q8 - Were there any differences between the semesters of this course regarding its usefulness for teaching?

Q9 - Did you share something from what you have learnt in the course with any of your colleagues outside the course, for example, from your department?