



Developing Educational Development in Slovak Higher Education Institutions

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<https://hosued.euba.sk/>



Presentation outline



Context of educational development in Slovak higher education providers



Aims and intellectual outputs of the Erasmus+ project in the context of educational developers' development at UEB



Key areas of impact of the overall project



Reflections from the project: spheres of change

Vision

**Gabriela Pleschová's
experience from
universities abroad**

**Adoption & transfer of
good practice**

Recent changes

**No longer a single voice
but a small and growing
community of
Educational
Development
professionals**

**Centre for Scholarship
and Teaching at
Comenius University**

**SEDA-PDF Accreditation
of courses**

**Researching the impact
of our teaching and
educational
development activities**

**Recognition within the
community of
professionals**

Cultural change – not yet there

**Slovak Association for
Quality Enhancement in
Higher Education
established**

**Increased professional
discussion on how to
enhance HE in Slovakia**

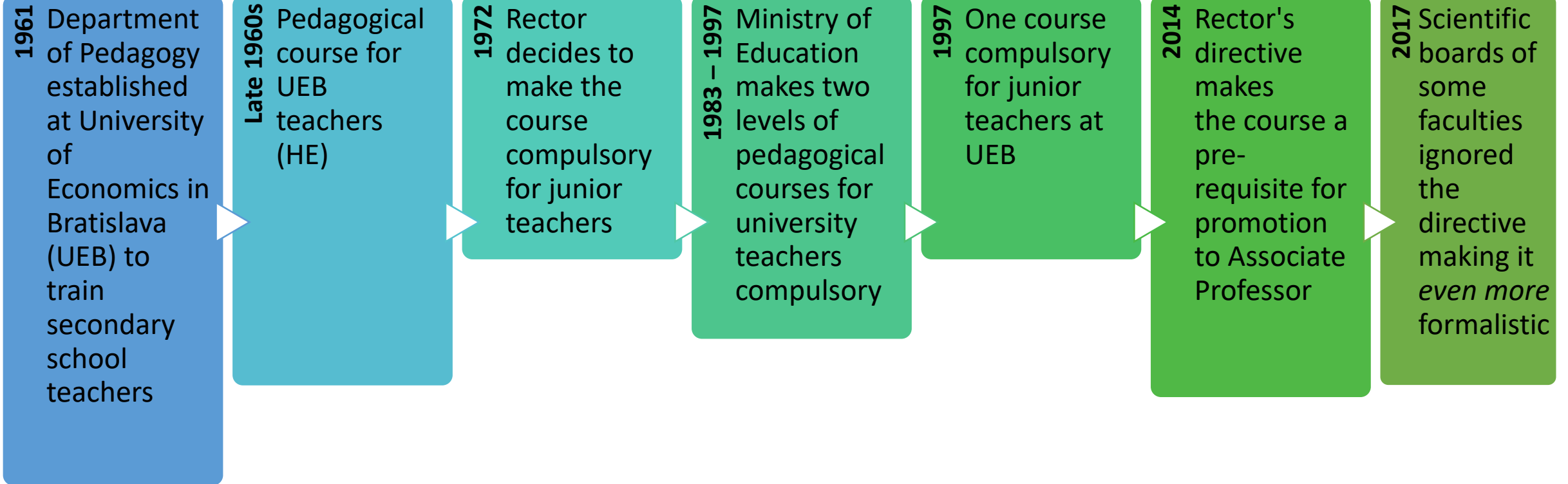
**Heading towards raising
a generation of teachers
who understand the
need to teach well**

**Community of
graduates from our
courses – spreading the
ideas and encouraging
others to attend the
courses**

**Cooperation with
institutions**

**Context of educational development in
Slovak Higher Education providers prior
to current project**

Phase 1: a focus on training courses



Phase 2: a focus on
initial professional
development

2010

- First summer school for doctoral students – not sustainable long term

2016-19

- Erasmus+ project **Extending and reinforcing good practice in teacher development** led by Gabriela Pleschová (<https://qualityteaching.euba.sk/>)
- Summer school for doctoral students
- 5-day training programme for new Educational Developers in Budapest

Phase 3: a focus on continuing professional development

2018

- Meeting with Torgny Roxå and Vicky Davies in Budapest
- The overall task of the workshops series: participants were asked to design an **Educational Development initiative** for their own teaching/university

2018-19

- Department of Pedagogy: coming back with **new terminology** for activities having been done for decades, but giving them **new meaning**
- The necessity for **real development of university teachers** in contrast to one-time compulsory course attendance to meet formal requirements

2019

- Visit to Lund University, Sweden

HOSUED Erasmus+ project (2020 – 2023)

<https://hosued.euba.sk/>



The main aim: to design a holistic and sustainable system of educational development that will lead to improved student learning.

facilitating student learning

making student feedback effective

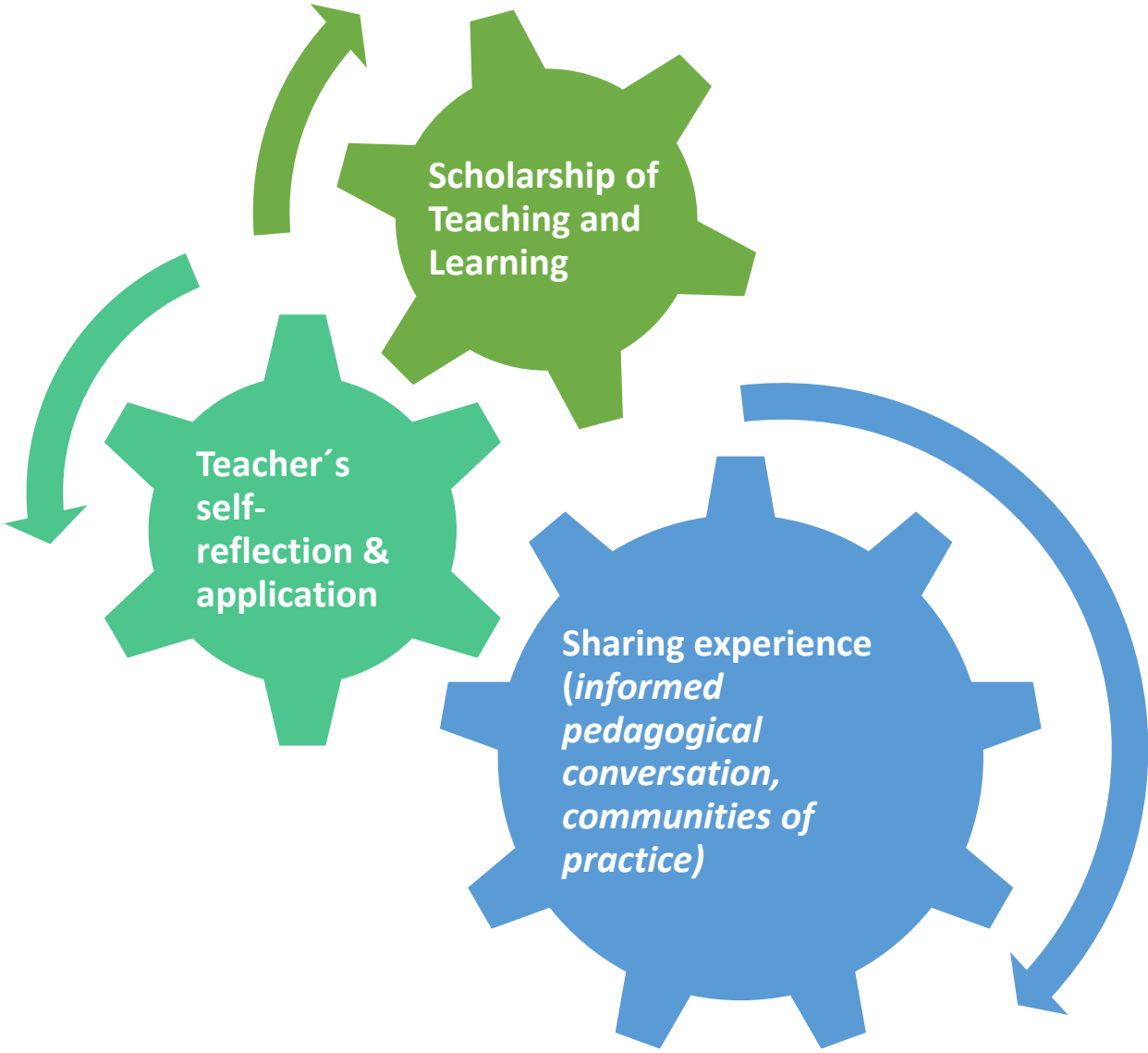
Teachers' needs analysis (2018 – 2019)

appraising excellent teaching

creating communities of practice



Three pillars of HO-SU-ED



Pedagogical course (more levels)



Regular use of feedback (students/colleagues)



Rewarding excellent teachers (motivation)

Intellectual Outputs of HOSUED project

Design and pilot testing of curriculum of **educational development courses and workshops (3 levels)** – accredited by SEDA-PDF

A feasible plan of measures to make **student (and collegial!) feedback** continuously enhance quality of teaching and learning in higher education – multiplier event in Tartu (September 2022)

A system for identifying, selecting and **rewarding excellence in teaching**

A study **evaluating the effectiveness** of mechanisms that *support pedagogical conversations* and informal learning among university teachers

A study **assessing the impact** of newly introduced ED initiatives

Key areas of impact of the overall project – course participants

SoTL

Exposure to different L&T approaches/Teaching Skills

Learning about how to innovate teaching practice to improve student learning/how to be a good teacher

Writing about teaching innovation/articles and case studies

Experiencing a student-centred approach in order to practice a student-centred approach



SEDA-PDF Supporting Learning Award recipients from Comenius University in Bratislava.



SEDA-PDF Supporting Learning Award recipients from University of Economics in Bratislava (EUBA).



Project impact for Educational Development

Student feedback – institutional adoption

Teaching observations – planned for roll out institutionally

Reward and recognition plans for teaching excellence – design & consultation phases underway

Move of location for ED from faculty to an institutional agent of change

Taking ownership of institutional ED from a national perspective

Reflections from the project: spheres of change

Practitioner

- changes to practitioner attitudes to learning and teaching practice including participant feedback on the measures adopted

Ownership

- development of culturally and linguistically appropriate materials

Education developers

- an identity shift from third space professional to a central resource and agents of change – **new communities of practice for education developers**

Institution

- changes in institutional attitudes and support to educational development including reward & recognition for effective practice

Wider influence & engagement

- opportunities that have been allowed for wider dissemination to and collaboration with other HE/Ed Dev providers/communities



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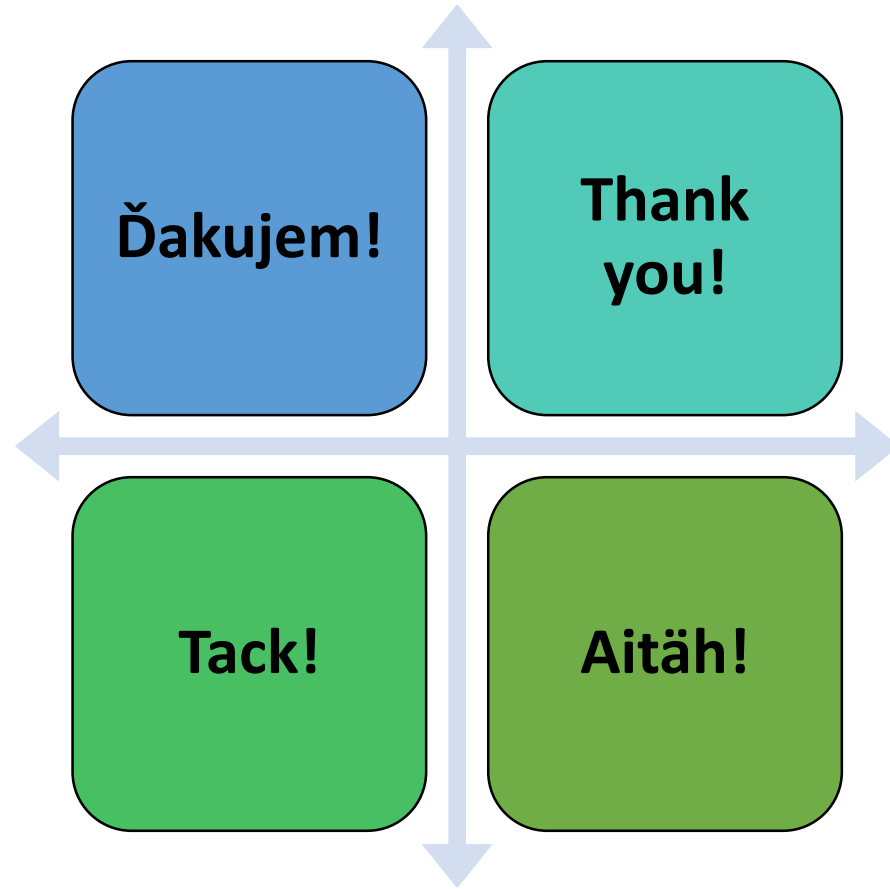


Questions?



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