

Some ideas from the Czech Republic – quality of teaching and learning in hard times

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Structure of presentation

- A) Important notes in the beginning
- B) Quality of teaching and learning: What are „hot topics“ in CZ or/and more broadly in European Higher Education Area
- C) What is possible to do now? (practical point of view, on the level of educators/academicians)

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2778 3140(= one question from me and two questions for you – kind of feedback)**

A)

Important notes in the beginning \approx starting points of presentation

1. **Currently (!)** it is not very realistic “to compete” with Western Europe universities
2. **BUT STILL** there are some things you could work on even in such crisis to be better prepared for **post-war situation**.
3. Basic and useful **framework for QA** are still Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (big advantage: providing guidance, covering the areas which are vital for successful quality provision and learning environments in higher education).
Particularly following parts:
 - 1.2 Design and approval of programmes
 - 1.3 Student-centred learning, teaching and assessment
 - 1.6 Learning resources and student support
4. **Broader context of CZ and UA relations (national level: system of HE recognition; brain drain?)**

B)

4 hot topics in CZ and/or European Higher Education Area regarding to quality of teaching and learning (I.)

1. Wellbeing of students (and academicians too!); including mental health

- e.g. **EUROSTUDENT VIII** (part of questionnaire, e.g. in CZ 14 % students with mental health problems)
- distant/remote education during pandemic (young people = the most vulnerable group of society)
- **In CZ**: positive effect of negative events: people are not afraid to express their feelings + development of counseling services (human resources, infrastructure and legal framework)
- **BUT** situation of war is much stronger stress factor (for everybody)

2. New ways of teaching and learning different generation of students + new technologies

- more practical and interactive way + shorter teaching units
- **using of AI** – still black box BUT active monitoring is essential (e.g. How to evaluate students if they are using it? (online exams) What is OK and what NO?)
- **WILD CARD: re-thinking content of teaching** (is everything really necessary?) and its timing in study (what to place in the start of study etc.) - to support motivation of students (**≈prevention of drop-out**)
- Competencies, Skills or (?) Knowledge

B) 4 hot topics in CZ and/or European Higher education Area regarding to quality of teaching and learning (II.)

3. Focus on professionally (i.e. not academically) oriented study programs = more suitable for direct transition to labour market...

4. Focus on **short study programs or units**

→ **not only** traditional BA or MA but also short programmes or courses (e.g. microcredits/microcredentials)

→ trend is linked to **lifelong learning** (multiple careers during life span, re-skilling, up skilling) x criticism of too close link with labour market requirements (e.g. [Wheelahan, Modie, 2021](#))

→ **MY PERSONAL OPINION:** based on CZ transformation experience: necessity of lifelong learning is dominantly understood in frame of labour market changes (digitalisation, new types of jobs) and demands BUT can be understood also as education in „citizenship“ or learning democracy

Definitions of microcredentials (from AI BING)

- “Microcredentials are a form of certification that recognizes learning achievements and is smaller in scope than a full degree program.”¹
- “Microcredentials are a way to demonstrate skills and knowledge in a specific area of study.”¹
- “Microcredentials are short, focused courses that provide learners with specific skills and knowledge.”¹
- “Microcredentials are digital badges that represent a specific skill or competency.”²
- “Microcredentials are stackable credentials that allow learners to build on their existing knowledge and skills.”³

+ Recommendation of Council of the European Union (2022) – focus on trust, flexibility, inclusivity and „standard“ (common understanding) ([A European approach to micro-credentials | European Education Area \(europa.eu\)](#))

C)

What is possible to do now? From practical point of view and with long-term (positive) effect!

Your **positive moments** in building quality in UA higher education:

- 1) **strong national identification (as possible engine of development HE in Ukraine)**
- 2) **quite high level in using of digital tools** in communications (e.g. remote teaching and learning,...)

What to do?

- to stay in **contact with students or academicians** who are currently abroad (if possible) – to provide information to them about what is happening at your university, faculty, department
- to try get **feedback** from their/yours experience (about how learning and teaching process looks like), e.g. in form of (online) discussion + online questionnaires
- to build (stronger) cooperation with universities/departments in countries where high numbers of Ukrainians stay (as students but also academicians/researchers) – smaller projects, organization of workshops, discussions,...

Thank you!

**If you have any additional questions go to
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