

14/11/2024



Paedagogium
Charles University

INSTITUTIONAL CHANGE THROUGH TEACHING AND LEARNING CENTRES

Paedagogium Platform conference

Charles University Karolinum, Ovocný trh 560/5, Prague 1

PROGRAMME

8.30–9.30 REGISTRATION

9.30–11.00 OPENING (*VLASTENECKÝ SÁL / HALL OF PATRIOTS*)

prof. MUDr. Milena Králíčková, Ph.D., Rector, Charles University

THE ROLE OF T&L CENTRES IN TRANSFORMING HIGHER
EDUCATION (*VLASTENECKÝ SÁL / HALL OF PATRIOTS*)

**Average tops Excellence? Navigating strategic choices in university
teaching development**

Rick Huizinga, MA, University of Groningen, the Netherlands

Though Centres of Teaching and Learning across the world have seemingly similar missions, there can be quite some variation in the core direction of their work (Wright, 2023). In recent years, the University of Groningen's teaching and learning initiatives have had to make dedicated choices to re-invigorate the quality of teaching development at their institution. Naturally, some difficult decisions had to take place in order to achieve this aim of setting a clear directive to best support teachers and student learning. In this session, the audience will hear about some of the dilemmas faced, the decisions made, and the successes/failures that occurred along the way. The resulting aim of this talk would be to provoke (practical) audience reflection about future teaching and learning initiatives at Charles University.

Research-Teaching Integration: Strategies and Outcomes

Rikke Lyngby von Müllen, MA (University of Copenhagen, Denmark)

Research and teaching are often viewed as distinct activities within academia, with many professors identifying primarily as researchers who teach, rather than teachers who research. For Teaching and Learning Centers who tend to address teachers rather than researchers, this can be a challenge. Integrating these two fundamental roles can ignite professors' enthusiasm for developing their teaching skills and equip students with essential competencies for navigating an unpredictable world. The University of Copenhagen and its Teaching and Learning Centers has championed a strategic agenda focused on research-based teaching and the integration of research and teaching for many years, providing seed funding for numerous local teaching experiments. This presentation will explore the defining features and inherent limitations of merging teaching and research. It will share insights from the strategic initiatives, local teaching experiments, and the personal experiences of an educational advisor with two decades of dedication to promoting this agenda. The presentation aims to leave listeners with a clearer picture of the aim and strategies of fostering a closer connection between research and teaching.

Developing a Community of Education-Focused Academics through T&L Centres

Dr Paula Miles (University St. Andrews, Scotland)

Over the past decade, the University of St Andrews has reevaluated the role of education-focused academics within the institution, leading to significant changes. This talk outlines the journey of the University of St Andrews, emphasizing: 1) the crucial collaboration with the Teaching and Learning Centre to provide educational development opportunities for staff, 2) the integral role of students in this process, and 3) the creation of a community of practice where education is placed at the heart of what we do, uniting professional services and academic staff.

11.00–11.30 COFFEE BREAK

11.30–13.00 PANEL DISCUSSION (*VLASTENECKÝ SÁL / HALL OF PATRIOTS*)

Teaching and Learning Centres in the Czech Republic – challenges for the upcoming years

Mgr. Michal Bulant, Ph.D., Masaryk University

PhDr. Tomáš Fliegl, National Accreditation Bureau for Higher Education

PhDr. Tomáš Gráf, Ph.D., Charles University

doc. PhDr. Tereza Pospíšilová, Ph.D., Charles University

Mgr. Bartłomiej Wróblewski, Charles University

13.00–14.00 LUNCH

14.00–15.00 PARALLEL SESSIONS 1 – TEACHING AND LEARNING CENTRES: HOW DO THEY SUPPORT TEACHERS?

a. Communities of Practice: Creating Connections Across the Faculty

Dr Sarah Leupen, University of Maryland Baltimore County, the USA

(MALÁ AULA / SMALL HALL)

Faculty learning communities (FLCs) are cross-disciplinary groups of 6-10 faculty members who engage in a collaborative, yearlong program without a 'deliverable' or charge, to simply learn about a specific topic within the broad area of teaching and learning. FLCs offer a valuable structure for encouraging faculty interaction, collaboration, and support for teachers as they pursue quality teaching and improved student learning. Teaching circles offer a chance to apply one's critical, scholarly focus to the primary literature of teaching and learning within one's specific field. Many university teachers are not even aware there is such a literature within their own field and find examining it to be a good use of time even when they don't wish to attend general faculty development seminars. Both FLCs and teaching circles offer opportunities for faculty members to create community around teaching specifically, an opportunity that is historically rare in a university department or faculty, and which can't be built with one-off teaching workshops. Establishing opportunities for continuing conversations around teaching can help create both the impetus for teachers to change as well as the support to navigate through those changes. In this workshop, participants will learn about and discuss these two modalities and examine opportunities within their own faculties to build one or both of these structures.



Presentation
in Czech

b. Flexibilní formy vzdělávání akademických pracovníků

doc. PhDr. Lucie Rohlíková, Ph.D., University of West Bohemia, the Czech Republic

(MALÁ ZASEDACÍ SÍŇ / SMALL CONFERENCE ROOM)

Znáte potřeby akademických pracovníků v oblasti rozvoje pedagogických kompetencí? A víte, které formy a způsoby učení jsou pro rozvoj kompetencí akademických pracovníků nejvhodnější? Umíte zajistit maximální přístupnost a efektivitu Vašich vzdělávacích programů? V rámci workshopu se budete ve skupinách zamýšlet nad potřebami konkrétních účastníků programů rozvoje pedagogických kompetencí akademických pracovníků a budete společně plánovat vzdělávací programy relevantní jejich potřebám. Lektorka bude během workshopu pracovat s materiály, které zpracovala a publikovala v rámci své habilitační práce Flexibilní učení a flexibilní formy vzdělávání na vysoké škole. Během workshopu uvede rovněž řadu příkladů ze svého dlouholetého působení v oblasti rozvíjení pedagogických kompetencí akademických pracovníků na Západočeské univerzitě v Plzni.

c. Improving teaching quality through facilitated discussion

Mgr. Karel Doleček, Mgr. Petr Sucháček, Masaryk University, the Czech Republic

(CÍSAŘSKÝ SÁL / IMPERIAL HALL)

If you want to work on teaching quality, it should be a matter for the whole department, not just committed individuals. But challenging discussions can often end in disagreements and frustration. That is why we offer support to departments at MU in the process of reconciling with each other on teaching quality issues. Facilitation is a new service of the Department of Educational Competence Development CERPEK, which can be requested by department heads when people in the department decide to work together to improve teaching quality or to change the overall concept of teaching, and they want to be accompanied in this process – to increase the efficiency and convenience of the whole process. In our meeting we will present what the service looks like, what it is based on, what concrete experience we have had so far. Together with you, we will want to discuss how it could be beneficial in your university/department and how it contributes to teaching quality.

15.00–15.30 COFFEE BREAK

15.30–16.30 PARALLEL SESSIONS 2 – TEACHING AND LEARNING CENTRES: HOW DO THEY SUPPORT TEACHERS?

a. Supporting Programme Development in UCL: ABC Learning Design as a pedagogic intervention

Nataša Perović, University College London, England

(MALÁ AULA / SMALL HALL)

Programme Development support in UCL includes a series of pedagogic interventions during the life cycle of a programme. ABC Learning Design (ABC LD), a collaborative programme and module design workshop is one of the pedagogic interventions offered. ABC LD enables teaching teams rapidly to develop a storyboard visualising the students' learning journey, outlining the type and sequence of learning activities and highlighting opportunities for assessment and feedback. It allows for alignment with institutional initiatives around teaching practice and professional support processes. ABC LD method is non-prescriptive and builds from the participants' existing practice. It was originally created to operate in time and resource-limited contexts. Developed at UCL in 2015, the method was released as a toolkit under a Creative Commons license, and it is now widely used and adapted in many institutions in UK and Europe.

b. Digital Competence Centre – improving teaching by improving e-courses

Mgr. Bartłomiej Michalowicz, Ph.D., University of Warsaw, Poland

(MALÁ ZASEDACÍ SÍŇ / SMALL CONFERENCE ROOM)

Digital Competence Centre (DCC) is a university unit whose main focus is on distance learning and teaching. DCC is a unit that trains teachers, instructors and PhD candidates in pedagogical and technical aspects of e-teaching, supports them during their classes and also administers and develops universities LMS by adding features needed to provide efficient teaching and learning process. Staff trainings are the main focus of the unit. On one hand, they are provided as the series of distance synchronous meetings (focused on specific topics) for small groups of teachers (from 3 to 10 people for workshops). On the other hand, there is a possibility of getting individual consultations on specific course. During the one-on-one meeting teacher and DCC expert work on developing an e-learning course the best suited for the topic. Decisions are being made based on syllabus, learning objectives, target group, form of the classes (blende/fully online etc.), used resources (and multimedia resources that can be developed by DCC using DCC's equipment and resources like video or audio recordings). | During the workshop participants will be involved into designing the process of managing these types of trainings on the centre level.

c. Professional Learning Communities in the Czech context: Czech and international academics learning together

Mgr. Eva Janebová, Ph.D., Mestenhauser Institute for International Collaboration, the Czech Republic

(VELKÁ ZASEDACÍ SÍŇ / LARGE CONFERENCE HALL)

In this workshop, we will share insights from an initiative at the Faculty of Social Sciences of Charles University that uses a new format of Professional Learning Communities (PLCs) to strengthen the teaching and learning capacities of academics in the Czech academic context. Participants will have the opportunity to discuss and compare their understanding of community-based learning. Reflecting on our experience at the Faculty of Social Sciences, we will explore the challenges and drivers of organizing PLCs and discuss the benefits of experiencing a PLC as a collaborative format in a hierarchical competitive academic setting. Additionally, we will provide tips on how to make these communities inclusive for both Czech and international academics, fostering discussions on the internationalization of Czech-taught courses and teaching international students.

16.45–17.15

CLOSING PRESENTATION (VLASTENECKÝ SÁL / HALL OF PATRIOTS)

4EU+ Centre for Innovative and Digital Teaching and Learning

Angela Maria Prataviaera, MA (University of Milan, Italy)

The 4EU+ Centre for Innovative and Digital Teaching and Learning, known as the 4EU+ Virtual Centre, represents a significant advancement in cooperation within the 4EU+ Alliance. It encourages close collaboration among member institutions, enhancing academic support, promoting student-centred approaches, and empowering educators in their teaching and learning endeavours. This presentation

explores the 4EU+ Virtual Centre's vision, objectives, and activities, highlighting how it promotes a cohesive, interdisciplinary, and innovative academic ecosystem within the European University Alliance through shared and jointly developed academic offerings and critical discussions about teaching practices. The diversity in each university's organization and commitment to deep cooperation are key strengths in fostering a community of practice, knowledge exchange, and teaching excellence, thereby strengthening the 4EU+ educational framework.

17.15–17.20 CLOSING

17.20–19.00 AFTER-CONFERENCE EVENT



Co-funded by
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prof. MUDr. Milena Králíčková, Ph.D.

Professor Králíčková has been the rector of Charles University since 1 February 2022. She graduated from the Faculty of Medicine of Charles University in Plzeň, and spent a year in the USA thanks to a Fulbright Commission at the Reproductive Endocrine Unit of Massachusetts General Hospital and Harvard University. After completing her Ph.D., she worked at the Gynaecology and Obstetrics Clinic of the University Hospital in Plzeň in the field of gynaecology and obstetrics, embryology scientific work and also taught at the Institute of Histology and Embryology. Subsequently, she worked at the Faculty of Medicine in Plzeň as the Vice-Dean for Development and Head of one of the two research programmes of the Biomedical Centre in Plzeň. In 2013, Králíčková became the Vice-Rector for Education at Charles University, a position she held until 2022.



Rick Huizinga, MA

Rick currently serves as an educational advisor at the University of Groningen, specializing in teaching and learning initiatives. He co-manages the 'University Teaching Qualification' programme at his institution, which is a mandatory certification for all university instructors. He also leads the 'Senior Teaching Qualification' programme for experienced teachers working at programme level and provides educational consulting for departments across campus. For the past four years, he designed, coordinated, and facilitated the 'Masters of Didactics' programme in Poland (in collaboration with the Polish Ministry of Higher Education), in particular a Train the Trainer course for new educational developers. A teacher for over 20 years, he has lived and worked in the United States, South Korea, Finland, and the Netherlands.



Rikke von Müllen, MA

Rikke is a Senior Educational Advisor at the Faculty of Social Science, University of Copenhagen, Denmark. She has been an educational advisor since 2003, and since 2011 she has been the course leader of the Teaching and Learning in Higher Education Programme at her faculty, a 200-hour programme that all Assistant Professors must complete in order to obtain tenure. She has run courses on many aspects of teaching and learning for all target groups, from teaching assistants to PhD-supervisors, and now leads an initiative where all senior faculty members are guided to give peer feedback on each other's teaching practice and teaching plans. Specifically, Rikke has done empirical research on feedback for students and on student perspectives on Research Based Teaching.



Dr Paula Miles

Paula is a Senior Lecturer in the School of Psychology & Neuroscience. She has extensive experience lecturing and coordinating courses in New Zealand, Canada and Scotland. Paula is currently leading the University's Enhancement Topic - a Scotland-wide initiative to improve the learning experiences of students in higher education. Paula sits on the University of St Andrews Student Experience Strategic Management Group, was a member of the University's Mental Health Task Force and Advisory Board, and has recently completed a term as Director of Teaching for the School of Psychology and Neuroscience. Paula's broad area of research is educational psychology. Her current work focuses on factors that influence the student experience at university. This includes: 1) assessing the effectiveness of teaching styles; 2) investigating student wellbeing and belonging; 3) academic integrity; and 4) investigating students' learning and social experiences during and after the pandemic.



Mgr. Michal Bulant, Ph.D.

Michal Bulant has been the Vice-Rector for Studies and Quality at Masaryk University since 2015. Previously, he served as Vice-Dean of the Faculty of Science and as head of Masaryk University Academic Senate. In his position, he is primarily responsible for the studies agenda and the quality of study programmes, including the development of pedagogical competences. Under his leadership, a complete transformation of MU's study offer and a major revision of internal regulations in the field of studies has taken place. He is dedicated to working with gifted mathematics students, and his main area of professional interest is number theory and the preparation of future teachers.



PhDr. Tomáš Fliegl

Tomáš Fliegl is a vice-chair of the National Accreditation Bureau for Higher Education (NAB), national quality assurance authority for higher education in Czechia. His previous career has been with the Ministry of Education, Youth and Sports as the Director of the Office of the Minister, Head of Strategy Unit in the Department of Higher Education, and policy analyst in Higher Education. He co-authored the Strategic plan of the ministry for higher education for the period from 2021. He graduated with a degree in Economic Policy and Sociology and Public and Social Policy. His scientific interest has been the impact of fees for excessive study duration on time to degree on universities and he is a co-author of the first Czech publication on higher education drop-out.



PhDr. Tomáš Gráf, Ph.D.

Tomáš is a specialist in the methodology of teaching English as a foreign language and pre-graduate English-teacher education. He lectures at the Institute of English Language and ELT Methodology, Faculty of Arts, Charles University, where he is a guarantor of a teacher-training programme for teachers of English. He is an applied linguist researching learner language, foreign-language fluency, learner corpus linguistics, and various aspects of the linguistic quality of highly advanced English. In 2019, he received the 2019 Minister of Education, Youth and Sports Award for Excellence in Higher Education. He spends much of his time designing and redesigning university courses and learning about didactic issues in university teaching.



doc. PhDr. Tereza Pospíšilová, Ph.D.

Tereza is the Vice-Dean for Academic Qualifications and Quality of Education at the Faculty of Humanities at Charles University and a member of the Paedagogium platform. She is the director of the Basic Course in Pedagogical Competences at the faculty and together with several colleagues is involved in the establishment of the faculty Teaching Support Centre. She first became involved in the topic of pedagogical competences years ago when she was trying to improve her teaching, engage students and achieve better learning. The lecture of dr Sarah Leupen, a visiting professor from the US, at Charles University was a turning point for her. Tereza is also a member of an international group within the International Society for Third Sector Research that focuses on teaching and learning about civil society issues.



Mgr. Bartłomiej Wróblewski

Bartłomiej holds a master's degree in English Philology from Kazimierz Wielki University in Bydgoszcz, Poland, and a postgraduate degree in Pedagogy. He currently works as an educational developer at Charles University in Prague and is the vice-head of the Paedagogium platform. He is involved in preparing, developing, and coordinating training systems for academic staff and PhD students, as well as enhancing the quality of academic teaching through various projects. His responsibilities also include the coordination of the establishment of the Teaching and Learning Centres at Charles University. Bartłomiej is also a co-author of the Framework for Effective Teaching at Charles University.



Dr Sarah Leupen

Sarah is a principal lecturer in the Department of Biological Sciences at the University of Maryland Baltimore County (UMBC), Maryland, USA, where she teaches physiology courses and conducts research on teaching. She leads faculty development workshops at UMBC, regionally and around the country. For the 2016–2017 academic year she was a Fulbright Scholar at the Charles University Faculty of Medicine in Pilsen, Czech Republic. Sarah is a certified trainer-consultant in Team-Based Learning (TBL) and uses that pedagogical strategy for all of her large classes, as well as training faculty members to use TBL and other active-learning, group-based techniques in their own courses. She is the recipient of the Carl Weber Excellence in Teaching Award at UMBC in 2014 and the University System of Maryland Regents Award for Excellence in Teaching in 2019.



doc. PhDr. Lucie Rohlíková, Ph.D.

Lucie is a lecturer at the University of West Bohemia in Pilsen, where she has been involved in the preparation of future teachers and the coordination of various activities aimed at e-learning support and the development of pedagogical competences of academic staff. Since 1998, she has been focusing on flexible forms of teaching and, during the COVID-19 epidemic, she has provided her know-how in the field of effective distance education to a number of institutions in the Czech Republic. Currently, she leads a group at the University of West Bohemia in Pilsen that deals with artificial intelligence in education.



Karel Doleček

Karel got into pedagogy while studying teaching at the Pedagogical Faculty of Masaryk University and studying pedagogy at the Faculty of Education of Masaryk University. He continues to develop as a teacher through his ongoing collaboration with CERPEK and his own lecturing activities. Professionally, he is primarily involved in facilitation. For a long time, he was active in the movement Otevřeno, where he was involved in teacher education, and today he is a member of the NaZemi organization, where he is involved in critical pedagogy.



Mgr. Petr Sucháček

Petr graduated in Pedagogy at the Institute of Educational Sciences, Faculty of Arts, MU, and teaches, among other subjects, communication training, pedagogical communication and work with group dynamics. At CERPEK you can meet him at pedagogical competence workshops, reflective meetings, or he can be your mentor or facilitate a discussion on the quality of teaching in your workplace. In addition, he has led the programme Otevřená výzva, which promotes innovation in the education of future teachers, and is dedicated to the practice and dissemination of Nonviolent Communication, for example through the Nenásilný podcast.



Nataša Perović, MSc

Nataša works as a core member of Programme Development Unit in UCL Higher Education Development & Support Institute – Arena Centre. She leads the development, promotion and sharing of good practice in the design of programmes and modules across UCL's faculties and departments. She develops and implements a framework for programme and module development linked to effective learning design and assessment. She works closely with UCL Arena Consultants, Digital Education and Faculty to ensure that staff receive expert consistent, coordinated and practical support and guidance. She has a background in science, web development and teaching and has been working on education development in higher education since 2006, as a digital education specialist and programme development advisor. She is a co-creator of the ABC Learning Design method.



Mgr. Bartłomiej Michałowicz, Ph.D.

Bartłomiej is an employee of the University of Warsaw, Poland where he is an e-learning expert at the Digital Competence Centre and a lecturer of Statistics at the Faculty of Management. His work focuses on the use of new learning techniques within e-learning environments. On a daily basis he trains university staff and PhD students on methods of using LMS platforms. Being a teacher helps him understand students' needs and challenges and adapt use of resources accordingly. That also allows him to advise teachers on improving their courses by using methods appropriate for achieving desired learning objectives. He holds a PhD in Business Administration and Management from the University of Warsaw and an MSc in Computer Science from Warsaw University of Technology.



Mgr. Eva Janebová, Ph.D.

Eva is a Founding Director of Mestenhauser Institute for International Collaboration, serves as Assistant Professor at Palacky University and on the International Advisory Board of Morgan State University (USA). Her qualifications and experience were gained from Charles University, Masaryk University, Columbia University, and the University of Minnesota where she was the very first Mestenhauser Fellow in 2018. In her 20+ years in international education, Eva also served as an academic advisor to the Council for International Education Exchange and the Czech Ministry of Education.



Angela Maria Prativiera, MA

Angela is a permanent staff member at the University of Milan, working with the 4EU+ Alliance local team. She is a member of the Alliance's Working Group on Education and coordinates the 4EU+ 1CORE project task focused on the 4EU+ Centre for Innovative and Digital Teaching and Learning. In her role, she supports the development of new strategies for innovation and inclusivity in education and assists staff in implementing innovative pedagogies in educational projects. Angela has worked in various national and international contexts, including universities, NGOs and international organizations, serving as an administrative and human rights officer. She holds a master's degree in international relations and completed a vocational master's in human rights and Conflict management.





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