

5/12/2025



Paedagogium
Charles University

MOTIVATION WORKS BETTER TOGETHER

Paedagogium Platform conference

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

PROGRAMME

8.00–9.00

REGISTRATION

9.00–9.15

OPENING (*VLASTENECKÝ SÁL / HALL OF PATRIOTS*)

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

9.15–10:45

TOGETHER ACROSS BORDERS: MOTIVATION IS NOT A GIVEN

(*VLASTENECKÝ SÁL / HALL OF PATRIOTS*)

**Rekindling Curiosity: Motivating Teaching Transformation by
Fanning the Flames of Inquiry**

Dr Kerrie Kephart, University of Maryland, Baltimore County, the USA

This interactive plenary explores how educational developers can harness faculty members' innate sense of inquiry—the same intellectual curiosity that fuels their research—to transform their approach to teaching and student learning. It examines the tendency within academia to compartmentalize research curiosity and teaching practice and presents strategies for bridging this divide. Drawing on principles from the science of motivation, the session demonstrates how curiosity-driven faculty development can create sustainable, intrinsically motivated pedagogical change—and how emerging AI tools can amplify rather than replace the human capacity for wonder and discovery. You'll gain concrete tools for inquiry-based faculty development, from crafting compelling pedagogical questions to creating communities that treat teaching as systematic investigation.

A Skills-Forward Approach: Navigating Student Motivation in a Rapidly Changing World

Dr Rebecca Wilson, University of St. Andrews, Scotland

Sustaining student motivation has become one of higher education's most pressing challenges. Therefore, there is a need for an increased focus on student skills development. Specifically, the need to embed a student centred, reflective, and holistic skills development approach to enable students to maintain their agency in an increasingly automated world. In this approach, skills are not compartmentalised but are instead treated as interconnected in terms of how they are acquired and developed. This focus on skills is significant as knowledge is created and becomes obsolete at an unprecedented speed. By moving beyond the siloing of skills and, instead, adopting a student-centred, holistic approach, we can promote students as active partners in their university experience, gaining competencies for the future as well as the intrinsic motivation to apply them in an ever-changing world.

Collegiality and the Academic Teacher

Geir Gunnlaugsson, University of Uppsala, Sweden

Academics are expected not only to conduct research but also to collaborate, engage students, and stay relevant in both teaching and scholarship. In this context, the idea of the Academic Teacher—a reflective and committed professional in higher education—becomes both important and inspiring. Academic Teachership requires both personal dedication and the right mindset. It motivates individual educators and fosters a collegial working environment. Balancing this role alongside research demands personal strategies as well as strong institutional support. It also highlights the complex relationships between teachers, students, and the wider organisation. In Sweden, supporting academic teachers is a growing development priority. Universities are enhancing support through formal training, career pathways, and recognition initiatives. These efforts help teachers build a clear teaching philosophy, strengthen their competencies, and contribute to the broader teaching community—ultimately improving the quality of student learning.

10:45–11:15

COFFEE BREAK

11:15–12:45

PANEL DISCUSSION (*VLASTENECKÝ SÁL / HALL OF PATRIOTS*)

Better Together: How to Create Space for Sharing Among Teachers?

Mgr. Gabriela Klečková, Ph.D., University of West Bohemia, Czechia

doc. RNDr. Michal Černý, Ph.D., Masaryk University, Czechia

Mgr. Lucie Poslušná, Charles University, Czechia

Ing. Karolina Duschinská, Ph.D., Charles University, Czechia

12:45–13:45

LUNCH

13:45–14:45

PARALLEL WORKSHOPS I

a. Designing a Pedagogical Research Study: A Brainstorming Workshop

Dr Kerrie Kephart, University of Maryland, Baltimore County, the USA

(MALÁ AULA / SMALL HALL)

This workshop provides a model of a brainstorming process that faculty developers can use with faculty in any discipline at their own institutions. Attendees will experience a guided session that starts with individual curiosity and leads to the beginning steps of designing a pedagogical research study. First, attendees reflect on challenging teaching and learning problems from their own or their students' experience. They then identify these problems as research questions and begin designing studies to investigate them. The process includes considering what data they need to collect (e.g., student surveys, interviews, or assignment samples), the support they need to carry out a study, and the search terms to help them find existing research on their topic. Attendees will engage in both individual reflection and small-group discussion throughout the workshop.

b. Motivation by Design: UDL Strategies for Engaging All Learners

Steve Welsh, Dublin City University, Ireland

(CÍSAŘSKÝ SÁL / IMPERIAL HALL)

This workshop introduces Universal Design for Learning (UDL) as a strategic approach to fostering motivation in the university classroom. Participants will learn how the three UDL principles—multiple means of representation, action & expression, and engagement—can be leveraged to address student motivational challenges at the point of design. By creating more inclusive and flexible learning environments, educators can empower students with greater choice and relevance. Additionally, the workshop will highlight UDL's potential to enhance instructor motivation, offering a structured pathway for pedagogical innovation and professional growth. We will explore practical, small-scale UDL interventions that can be implemented at various levels, from a single classroom to broader departmental and institutional contexts. This session provides a practical and research-informed overview of how UDL can benefit both learners and the professionals who support them.

c. Turning "I have to" into "I want to" – Extrinsic Motivation as a Path to Intrinsic Motivation

Mgr. Radka High, Ph.D., Charles University, Czechia

(MALÁ ZASEDACÍ SÍŇ / SMALL CONFERENCE ROOM)

Motivating students can be a real challenge. We often hear that extrinsic motivation is "bad" and that we should only strive for intrinsic motivation. In reality, external incentives can play a crucial role – if we know how to use them as a stepping stone towards genuine interest and intrinsic motivation. In this workshop, we will explore the motivational continuum of Self-Determination Theory and try out practical ways to work with both types of motivation. We will discuss practical strategies to foster both types of motivation and discover how to turn extrinsic incentives into true eagerness to learn.

14:45–15:30 COFFEE BREAK AND POSTER SESSION

15:30–16:30 PARALLEL WORKSHOPS II

a. Will They Let Us in the Gang? Learners and Teachers as One Team

MUDr. Martin Vejražka, Ph.D., Charles University, Czechia

(MALÁ AULA / SMALL HALL)

Learners are no longer our opponents. But are we really on the same team? We often feel that it is us who have to invite them to join in. What if we flipped it? How can we create conditions where learners invite us, the teachers, into their circle? This is not a utopia. Participatory and partnership approaches can help us not only pull on the same rope but actually pull from the same end. How can we turn our classes into spaces of genuine collaboration, shared responsibility, and intensive, active, and deep learning? In this workshop, we will try out practical tools for student-centered learning, participatory approaches, and the Students as Partners concept. We will explore ways to involve learners in decisions about learning goals, formats, and assessment. We will discuss how partnership changes the classroom dynamic—and how those who once sat in the audience can become teammates playing on the same side with us.

b. Belonging in Higher Education: How to Foster Students' Sense of Belonging and Motivation

doc. PhDr. Irena Smetáčková, Ph.D., Charles University, Czechia

Dr Paula Miles, University of St. Andrews, Scotland

Mgr. Kateřina Machovcová, Ph.D., Charles University, Czechia

(MALÁ ZASEDACÍ SÍŇ / SMALL CONFERENCE ROOM)

A sense of belonging is a key factor in academic success – it strengthens motivation, satisfaction, and persistence in one's studies. It draws on the psychological theory of social identity and encompasses connection to the institution, the field of study, and the peer group. Data from more than 150 students show that early experiences of academic success and acceptance by peers are crucial for the development of belonging. This workshop, led by a team from Charles University and the University of St Andrews, introduces the concept of belonging, key research findings, and a teaching unit designed for working with students. Participants will practically explore the "belonging trajectory" mapping activity and gain tips on how, within teaching across different disciplines, to intentionally create situations that strengthen both the sense of acceptance and experiences of success.

c. How Collaborative Peer Observation Builds Teaching Communities

Manuela Milani, University of Brescia, Italy

(CÍSAŘSKÝ SÁL / IMPERIAL HALL)

Teaching observation is a powerful yet often misused tool, frequently reduced to rigid evaluative frameworks—such as Likert scales or binary ratings—that turn developmental opportunities into judgmental exercises, risking teacher demotivation. This interactive workshop reclaims peer observation as a collaborative, developmental process rooted in communities of practice theory, where teachers co-design what and how to observe, transforming the experience into one of shared reflection and professional growth. Through hands-on activities, participants will engage with elements of peer observation frameworks that highlight teacher agency and peer learning, discussing how these can foster collaborative teaching cultures.

16:45–17:00 CLOSING (VLASTENECKÝ SÁL / HALL OF PATRIOTS)

17:00–19:00 AFTER-CONFERENCE EVENT





Milena Králíčková

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.



Kerrie Kephart

Kerrie Kephart serves as Interim Director of the Faculty Development Center at the University of Maryland, Baltimore County. Previously Associate Director for Pedagogical Innovation, Research, and Assessment at UMBC, she supports faculty in teaching innovation and classroom investigation. Her expertise in faculty development includes the scholarship of teaching and learning, reflective pedagogies, faculty learning communities, inquiry-based methods, and writing in the disciplines. She holds a doctorate in Curriculum & Instruction from the University of Wisconsin-Madison, specializing in academic literacy development. Previously, she directed the Engineering Communication Program at the University of Washington and was Assistant Professor of ESL/Bilingual Education at the University of Texas at El Paso.



Rebecca Wilson

Dr Rebecca Wilson is Head of Student Development at the University of St Andrews. She achieved a PhD in International Relations and holds an ILM Level 3 Certificate in Effective Coaching. She has expertise in university transitions, including the award-winning 'Transitions Toolkit', neurodiversity and skills for the future/ Industry 4.0. Rebecca is a strong advocate for equality and inclusivity in education. She is a contributing author to the 2024 publication Supporting the Student Journey into Higher Education and co-author to the 2025 publication University and You.



Geir Gunnlaugsson

Geir Gunnlaugsson is an educational developer and consultant at the Unit for Academic Teaching and Learning, Uppsala University, Sweden. His academic background is otherwise in the field of Business studies and as teacher in that subject at Uppsala. He also holds a degree in English literature. Geir provides consultative support for teaching staff, arranges interventions and formal training programmes for Uppsala's teaching staff. He also represents the university and Sweden in various international projects and networking activities around Europe, Africa and South-East Asia. As special areas of interest Geir includes group dynamics and groupwork, learning spaces in physical and digital forms, student-activating learning and teaching activities and developing the use of Case-teaching and Case-writing. He is also very interested in the various aspects of pedagogic leadership and the role of "Academic Teachership", the reflective professional acting in the higher education teacher's role.



Gabriela Klečková

Mgr. Gabriela Klečková, Ph.D., currently chairs the Department of English at the Faculty of Education, University of West Bohemia, in the Czech Republic, where she also teaches second language teacher education courses to pre-service and in-service teachers. Her research interests include visual design of English language teaching materials, teacher education, innovation in education, and leadership. She frequently presents at national and international ELT conferences, conducts workshops for English language professionals, and provides her expertise to various educational and governmental institutions. For TESOL's 50th anniversary, she was named one of the 30 emerging leaders shaping the future of the profession. Gabriela Kleckova served as TESOL International Association president 2021-2022.



Michal Černý

Doc. RNDr. Michal Černý, Ph.D., works at the Department of Information Studies and Librarianship at the Faculty of Arts, Masaryk University, where he is the deputy head of the department for education and internationalisation. His academic focus is on technology in education, philosophy of education, and information and digital literacy. In his teaching, he focuses on working with participatory activation tools, such as open syllabus, student digital portfolios, and the HyFlex teaching model. At the National Institute of Education of the Czech Republic, he is the expert guarantor for Digital Wellbeing and DigCompEdu.



Lucie Poslušná

Mgr. Lucie Poslušná graduated from the Faculty of Education at Charles University, where she majored in English Language and Literature. Since 2007, she has been teaching professional and academic English at the Language Centre of the Faculty of Social Sciences. In 2016, she also began leading pedagogical skills seminars for the faculty's PhD students. After serving three years as Head of Administration, she was appointed Head of the Language Centre in 2019. In October 2024, the Centre evolved into the Centre for Language Learning and Pedagogical Training where Lucie Poslušná participates in shaping the newly established Teaching and Learning department.



Karolina Duschinská

Ing. Karolina Duschinská, Ph.D., focuses on teaching methodology, the quality of teaching practice, adult education, and the professional development of teachers. She graduated from the Faculty of Chemical Engineering at the University of Chemistry and Technology and from the Faculty of Education at Charles University. She serves as an assistant professor at both institutions; in her teaching and research she also concentrates on mentoring early-career teachers and has participated in numerous international projects. She runs courses in pedagogical skills for Ph.D. students and university teachers.



Steve Welsh

Steve Welsh is a Learning Technologist at the Teaching Enhancement Unit (TEU), where he partners with academic staff from across the university to incorporate technology in their teaching and assessment practices. Steve also delivers training and workshops on Universal Design for Learning (UDL), and has facilitated several cohorts of the Irish National Forum's Universal Design for Learning digital badge programme. Prior to joining DCU, Steve has previously held roles as an Educational Technologist and Distance Learning Programme Officer at Columbia University, and Learning Experience Designer at University of Michigan's Center for Academic Innovation. Steve has completed his Ed.D. coursework in the Communications, Media, and Learning Technologies Design programme at Columbia University Teachers College, where he is developing his dissertation research on critical media literacy.



Radka High

Radka High works at the Faculty of Education, Charles University, and the University of Chemistry and Technology in Prague. Her academic work focuses on gifted education, and professional development of university teachers. She has also served as a school psychologist at the elementary school level. Outside her professional life, she enjoys reading, traveling, and gardening.



Martin Vejražka

Martin Vejražka graduated in medicine from Charles University in Prague, where he also received a PhD in biochemistry. His research focused on free radicals and reactive oxygen species. He now works at the First Faculty of Medicine, Charles University, where in addition to teaching medical biochemistry, he serves as Vice-Dean for Admissions. He is closely involved in the development of health professions education and higher education more broadly, with a long-standing interest in assessment and feedback. He co-founded WikiSkripta, now the most visited website for undergraduate medical studies in Central Europe. Above all, he enjoys working and learning together with students and bringing modern pedagogy into practice; this shared learning has become his passion, which he also promotes through numerous workshops.



Irena Smetáčková

Irena Smetáčková is Associate Professor and the Head of the Department of Psychology, Faculty of Education, Charles University. She specializes in social psychology and educational psychology, with research focusing on diversity and inclusive school practices. Her work explores classroom dynamics, identity development, and the role of teachers in fostering equality and participation. She combines qualitative and quantitative approaches, often in cross-cultural research contexts, and contributes to both academic discourse and applied educational programs.



Paula Miles

Paula Miles is a Professor in the School of Psychology & Neuroscience at the University of St Andrews. She specializes in educational psychology, with her research focusing on the student experience in higher education. Her work explores student wellbeing, identity, sense of belonging, academic integrity, and imposter phenomenon. She seeks to understand how these factors link to the learning experiences of both undergraduate and postgraduate students so that targeted interventions can be established.



Kateřina Machovcová

Kateřina Machovcová is Head of the Department of Methodology of Psychological Research at the Institute of Psychology, Czech Academy of Sciences, and Assistant Professor at the Department of Psychology, Faculty of Education, Charles University. Her research focuses on leadership, belonging, and inclusion in higher education, with a strong emphasis on qualitative approaches to studying educational contexts.



Manuela Milani

Manuela Milani is currently advising on the creation of the Teaching and Learning Centre at the University of Brescia (Italy) and supporting innovation and the enhancement of teaching practices at Charles University (Prague, Czech Republic). She previously worked as an Academic Developer at the University of Milan. For over 20 years, she has been involved in faculty development in higher education, contributing to several European projects aimed at sharing tools and methods for professional growth. In recent years, she has designed and led numerous training initiatives for university teachers, with a particular focus on fostering reflective skills. She has published several articles on the use of cultural differences in teaching, on teaching observation, and on faculty development design.



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