

Call for Proposals: Teaching Innovation Grant

1. Objectives of the Grant

The aim of the Teaching Innovation Grant is to enhance teaching quality at Charles University. The grant supports strategic approaches to active learning that foster greater responsibility among students for their own learning process and encourage their active participation. A strong emphasis is also placed on sharing experience and promoting collaboration among the faculty, thereby strengthening the development of teaching community and a culture of shared learning.

The grant seeks to ensure that innovation does not remain a one-time activity but becomes an integral part of the long-term development of courses and study programmes, making it a sustainable element of teaching. In addition to supporting active learning, the grant highlights the importance of high-quality feedback and reflection in education, focusing in particular on the development of feedback literacy. These elements are understood as essential for sustaining teaching quality, as they help both teachers and students better understand and nurture the learning process.

The grant also contributes to the development of teachers' pedagogical competencies, as described in the document [Framework for Effective Teaching at Charles University](#). This framework provides a professional foundation for teaching quality at CU and offers a conceptual basis on which the grant builds. Projects supported under this call should contribute to the development of selected areas of pedagogical competence in line with the framework and strengthen the culture of systematic support for teaching and learning at CU.

Overall, the grant aims to create a learning environment in which students are guided toward active engagement, critical thinking, collaboration, and self-reflection, while teachers are provided with support and space to explore new approaches. The grant thus contributes not only to improving the quality of teaching itself but also to strengthening a culture of sharing across the entire university.

2. Financial Framework

The total allocation of financial resources amounts to **CZK 1 200,000**. The amount of support per one project ranges from **CZK 70,000** to **CZK 150,000**. Funds may be used exclusively for the realisation of the approved project and in accordance with the budget specified in the application. Only non-investment costs are eligible—namely, personnel and operational expenses necessary for the realisation of the approved project. The project budget must clearly demonstrate a direct link between the planned expenses and the implemented innovation; the grant cannot be used for activities only indirectly related to the project.

A maximum of 5% of total eligible costs may be used for administrative support of the project. Each faculty shall designate a person or unit responsible for project administration. Financial resources will be provided to faculties in the form of an increase to the faculty's allocation within the PPSŘ funding. The applicant is responsible for the realisation of the project and for ensuring that the provided funds are used in compliance with the terms of the call.

The Charles University Centre for Lifelong Learning at the Rector's Office (hereinafter referred to as "the grant provider") reserves the right to conduct inspections of project implementation and the use of funds at any time during the project's duration and up to ten years after its completion. The applicant is obliged to fully cooperate during such inspections. In the event of a breach of the established rules, the grant provider may require the return of the provided funds, either in full or in an amount it determines.

Should you have any questions regarding the financial framework, please contact the head of the Centre for Lifelong Learning: Ing. Radek Čajka, Ph.D.: radek.cajka@ruk.cuni.cz

3. Eligible Applicants and Composition of the Project Team

The grant application is submitted by the project head, who is responsible for the professional and administrative coordination of the project team. Eligible applicants and team members include study program guarantors, course guarantors, and other teachers in whose courses the innovation will be implemented. The grant is also open to instructors teaching in English, and applications may be submitted in English as well. The size of the project team is not fixed—a smaller team, such as two teachers, may also realise the project if all project objectives are met.

4. Areas of Financial Support (Active Learning Strategies)

Applicants should select at least one of the following strategies and describe how they plan to implement it in their courses:

- a) **Inquiry-Based Learning:** In inquiry-based learning, teachers create an environment in which students actively pose questions, seek answers, and test their own hypotheses based on evidence. Instead of transmitting ready-made knowledge, the teacher acts as a guide throughout the process, encouraging critical thinking and independent decision-making. Students learn to plan their approach, select suitable information sources, and draw conclusions from the data they find. This approach develops not only knowledge but also skills such as systematic observation, working with errors, and the ability to argue effectively. It also strengthens students' responsibility for their own learning, as they themselves determine the direction of their inquiry.
- b) **Simulation-Based Learning:** Simulation-based learning is a strategy in which teachers create environments that replicate real-world conditions or situations, allowing students to act, make decisions, and reflect on their actions. It forms part of a broader didactic framework that includes scenario design, role distribution, the simulation process itself, and subsequent reflection. This strategy enables students to safely experience situations that might otherwise be too complex, risky, or costly in real life. The teacher acts as a facilitator — setting the conditions, monitoring the process, and supporting deeper understanding through feedback and discussion. Simulation-based learning develops not only subject knowledge and practical skills but also collaboration, analytical thinking, and decision-making in authentic and motivating contexts.
- c) **Project-Based Learning:** In this strategy, teachers assign students a complex project with a practical or simulated impact. During its implementation, students integrate knowledge from various fields, plan their steps, divide roles, and work together toward a tangible outcome. Projects are often based on real-world problems or needs, which increases motivation and engagement. The teacher guides the work by providing

resources, consultations, and feedback, while granting students a high degree of autonomy. This approach enhances teamwork, problem-solving, and self-reflection skills, while leading to meaningful, tangible results that have value for students.

- d) **Problem-Based Learning:** Problem-based learning starts from a concrete problem that the teacher presents to students for resolution. Unlike traditional teaching, the goal here is not passive acquisition of information, but active exploration, analysis, and problem-solving. Students work in groups, discuss, formulate hypotheses, identify gaps in their knowledge, and fill them purposefully. The teacher acts as a facilitator, asking questions, stimulating critical thinking, and guiding the process toward effective solutions. This approach develops analytical and creative skills, supports deeper understanding of the subject matter, and prepares students for real-life situations where answers are not predetermined.
- e) **Peer Learning:** Peer learning is based on collaboration among students who learn from one another through discussion, sharing experiences, and giving feedback. The teacher is not the main source of information but acts as a facilitator who encourages active participation and creates conditions for learning to take place even without direct teacher involvement. When explaining concepts to their peers, students learn to articulate ideas clearly, argue effectively, and reflect on their own understanding. This approach promotes mutual responsibility, communication, and social skills, while fostering a sense of shared ownership of the learning process. It also enhances motivation, as students perceive that their individual contributions hold value for others in the group.

5. Structure of the Application and Guiding Questions

Below is a description of the application structure and all the information required to complete the official application form. Applications may be submitted in either Czech or English. Mandatory attachments are also to be provided in either of these languages.

Basic Information:

A) Basic information about the project head:

- First name and surname
- Employee ID number (ÚKČO)
- Affiliation with faculty/institute
- Affiliation with department/division
- Contact email
- Telephone number

B) Members of the project team and their affiliation with the faculty/department/division

C) Basic Information about the course to be innovated:

- Course name
- Course guarantor (responsible academic)
- Form of instruction (lecture, seminar, laboratory, etc.)
- Type of course (compulsory, compulsory elective, elective)
- Mode of study (full-time, part-time, long-distance)
- Language of instruction
- Year and semester in which the course is taught

- Scope of instruction (number of teaching hours)
- Student workload (ECTS credits)

D) Project title

E) Project abstract (max. 500 words): a brief description of the project and its main objectives (Provide a brief overview of the innovation and its benefits.)

Description of the Current State or Practice:

- What are the current course learning outcomes?
- How is the course currently taught? (methods, strategies, forms of formative and summative assessment)
- What limitations do you see in the current teaching approach?

Selected Active Learning Strategy:

- Which strategy have you chosen, and why?
- Why is it suitable for this particular course? How does it relate to the expected learning outcomes?
- How will the selected strategy be implemented in the teaching process?

Innovation and Added Value:

- In what way does the project represent an innovation compared to current practice?
- How will learning outcomes, teaching methods, and forms of formative and summative assessment change?
- How specifically will the structure of the course be modified (e.g., types of activities, student engagement, organization of sessions)?
- What new competences will students gain as a result of the innovation?

Evaluation and Impact:

- How will you determine whether the innovation has met expectations? What specific methods or tools will you use (e.g., questionnaire, interview, student reflections, analysis of outputs)?
- How will you work with feedback from students and other stakeholders (e.g., other teachers, the study programme guarantor)?

Support for Feedback Literacy:

- How will formative feedback and student reflection processes be integrated into the course? Describe specific processes and activities that will be included.
- Why have you chosen these particular forms of feedback and reflection? How will they support student learning?
- How will the innovation develop students' ability to give and use feedback (e.g., through peer assessment, self-reflection, or working with assessment criteria)?
- How does this new approach to feedback and reflection differ from the current practice?

Sustainability: How will you ensure that the innovation continues after the end of the project (e.g., its integration into the curriculum, sharing with colleagues, or extension to other courses)?

Team Quality: What are the roles of the individual team members within the project, and how will their experience contribute to the successful implementation of the project?

Sharing of Experience:

- What form of sharing the project outcomes and experiences would you like to offer to your colleagues at Charles University?
- Why do you consider this form the most appropriate? (e.g., methodological material, educational or outreach video, open class)

Choose the form of sharing so that it corresponds to the nature of your project and can inspire other teachers at Charles University.

Mandatory Attachments:

- Consent of a faculty representative (e.g., dean, vice-dean) for the project submission. No specific form is required for granting this consent.
- Learning outcomes for the given subject (before and after)
- Course syllabus (before and after) or **another** document demonstrating the change (e.g., lesson plans) – at least 1 standard page
- CVs of all team members focused on their teaching experience and activities
- Project realisation schedule
- Budget with justification — the budget **must describe** the link between each budget item and the planned innovation. The budget may include the following items:
 - Salaries
 - Other personal expenses
 - Contributions to public health insurance, social security, and the state employment policy fund, as well as allocations to the social fund
 - Material costs
 - Travel expenses
 - Services
 - Scholarships
 - Other unclassified expenses

6. Evaluation Criteria

A) Area of Support (Active Learning Strategy – point no. 4 in the document)

- Clarity and specificity with which the implementation of the selected strategy in teaching is described.
- Appropriateness of the chosen strategy in relation to the nature of the course.

B) Innovation and Added Value

- Degree of innovation of the project compared to the current state of teaching.

- Extent to which the project brings change in learning outcomes, teaching methods, and assessment of students.

C) Work with Feedback and Learning Reflection

- Degree of integration of formative feedback into teaching and clarity in distinguishing it from current practice.
- Degree of integration of learning process reflection into teaching and clarity in distinguishing it from current practice.

D) Evaluation and Impact on Students

- Quality of mechanisms for collecting feedback from students and other stakeholders (e.g., teachers, program guarantor).
- Appropriateness of procedures for using feedback in further innovation development.
- Quality and coherence of methods for monitoring and evaluating changes in student outcomes, i.e., how it will be determined whether the innovation supported their learning.

E) Sustainability

- Extent to which a plan for continuing the innovation after the project's completion is described.
- Ways in which the innovation will be further developed after the project ends (e.g., through integration into the syllabus, sharing of experience, or extension to other courses).

F) Team Quality

- Clearly and transparently described division of roles and responsibilities among team members.
- Appropriate team composition for implementing the innovation, including demonstrated expertise and experience necessary for project execution.

7. Evaluation Criteria and Weighting

Evaluation Area	Maximum Points	Weight (%)	Justification
A) Area of Support (Active Learning Strategy)	15	15%	Key for determining whether the innovation is didactically well thought-out and relevant.
B) Innovation and Added Value	25	25%	Determines the actual contribution of the project compared to the current state.
C) Work with Feedback and Learning Reflection	25	25%	Supporting formative feedback and reflection is one of the main objectives of the grant.

Evaluation Area	Maximum Points	Weight (%)	Justification
D) Evaluation and Impact on Students	20	20%	Emphasis on verifying the effects of the innovation.
E) Sustainability	10	10%	The grant aims to support the long-term integration of innovations.
F) Team Quality	5	5%	A strong team increases the likelihood of successful implementation.
TOTAL	100	100%	—

A scoring scale of **0–100 points** will be used for evaluation. The **minimum threshold for recommendation for funding is 70 points**.

The weighting of evaluation criteria has been determined to place the greatest emphasis on project innovativeness, quality of work with feedback and reflection, and evaluation of impact on students. These three criteria (B, C, D) form the core of the grant, as they contribute most to fulfilling its objectives.

8. Evaluation Process

Applications will be assessed by a seven-member committee composed of representatives of Paedagogium of Charles University and representatives of individual faculties of Charles University. Each application will be independently reviewed by three members of the committee, followed by a collective discussion on the proposed results.

The outcome of the evaluation process will include a comprehensive score according to the established criteria (A–F) and a brief textual commentary of 2–3 sentences for each application. Evaluation results will be published on the Paedagogium website. A list of successful projects, including their abstracts and the names of the faculties, will be made public. Unsuccessful applicants will receive a summary of their evaluation by email.

9. Sharing and Final Event

The grant holders are required to:

- A) prepare one form of project results sharing that will be accessible to all teachers at Charles University, e.g., methodological material, popularization video, or open class. The proposed form of sharing has to be described in the project application.
- B) participate in the community festival “*Teaching at CU*” (*VýUKa na UK*). Teams will present their innovations and results at the event, which will be open to the entire academic community of Charles University as well as students.

10. Timeline

- **Application deadline:** December 31, 2025
- **Project evaluation process:** January 2026
- **Publication of results:** February 2026
- **Project realisation period:** March–December 2026
- **The chosen form of project results sharing** must be completed by **December 15, 2026** (see point 9A).
- The festival “**Teaching at CU**” (VýUKa na UK) will take place on **January 25, 2027** (see point 9B).

11. Consultations for Application Preparation

The Charles University Centre for Lifelong Learning at the Rector’s Office offers individual consultations for those interested in submitting an application. Educational developers specializing in pedagogical competencies can assist teachers with the preparation of project proposals.

Consultations can be arranged via email at: paedagogium@ruk.cuni.cz.

12. Contacts:

Project support and financial framework: Ing. Radek Čajka, Ph.D.: radek.cajka@ruk.cuni.cz

Project proposal support: paedagogium@ruk.cuni.cz

Due to scheduled absence, inquiries will be answered till December 19. Thank you for your understanding, and we wish you a pleasant Christmas holiday season.