

## **Call for Proposals: Grant to Support the Creation of Textbooks and Course Materials**

### **1. Objectives of the Grant**

The aim of this grant is to enhance the quality of the educational process at Charles University by supporting the creation of modern textbooks and course materials. The grant emphasizes the *didactic quality* of the materials, not merely the updating of content. The outcomes should contribute to the long-term development of courses and study programs and be openly accessible to the academic community. It should be specified that the grant supports the creation of textbooks and course materials, not the development of e-learning support such as Moodle courses.

### **2. Financial Framework**

The total allocation of financial resources amounts to **CZK 500,000**. The amount of support per one project ranges from **CZK 50,000** to **CZK 100,000**. 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 rules 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](mailto: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. Didactic Purpose

The application must demonstrate that the proposal does not involve a mere update of existing content but introduces **a new approach to didactic design**, and must clearly explain **how the new textbook or course material will support student learning**. The text must include elements that actively promote the learning process.

##### Examples of Elements Supporting the Learning Process in Textbooks and Course Materials

1. **Expected Learning Outcomes of Chapters**
2. **Links to Previous and Subsequent Topics**
3. **Review Questions and Reflective Tasks**
  - Verification that students have understood the content.
  - Tasks encouraging active engagement with the text (e.g., explain an example in your own words, connect it to the previous chapter).
4. **Differentiated Tasks**
  - Simpler as well as more complex exercises, allowing students to progress according to their individual level.
5. **Practical Examples / Case Studies**
6. **Images, Diagrams, Tables, Visualizations**
  - Support understanding of complex concepts.
  - Enable visual memory retention.
7. **Self-Assessment Elements**
  - Short quizzes, test questions, or exercises with solutions.
  - Support self-regulated learning and self-evaluation.

#### 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) Project title

D) Project abstract (max. 500 words): a brief description of the project and its main objectives

##### Information about the Course and the Project's Relevance to Teaching

- What is the current situation — which materials are currently used, and what problems or limitations do they have?

- For which courses or study programs will the new publication be intended? Provide basic information about the course or program relevant to the project, e.g., course name, guarantor, form of instruction (lecture, seminar, laboratory, etc.), course type (compulsory, compulsory elective, elective), mode of study (on-site, combined, distance), language of instruction, year and semester of teaching, teaching workload (number of hours), and study workload (ECTS credits).
- How will the publication be used by students (self-study, preparation for seminars, etc.)?
- How many students will use the material each year?
- How will the publication be used by teachers (e.g., testing, assigning tasks)?
- How often and to what extent will the material be included in the teaching process (e.g., every semester, several chapters per course, etc.)?
- How does the publication relate to the learning outcomes of the given course?

#### **Added Value in Terms of the Learning Process (Not Content)**

- In what ways is the new textbook/course material better than the current one? Why is it not merely a content update?
- Which didactic elements does it introduce (e.g., review questions, case studies, reflective tasks, diagrams, quizzes), and why were they chosen?
- How do these elements support the learning process — what exactly do they help students do differently or better?
- What new opportunities will they provide for teachers (e.g., more structured seminar guidance, more effective task assignments)?

#### **Quality Assurance**

- Who will be responsible for the didactic aspects of the publication? Will the materials be consulted with a didactics specialist?
- Will the material be pilot-tested with students? How will their feedback be collected (questionnaire, reflection, discussion)?
- How will feedback from teachers within the department or discipline be collected (questionnaire, reflection, discussion)?
- How will the collected feedback be incorporated into the final version?

#### **Accessibility and Usability**

- How will the publication be made available to students?
- In what format will the publication be available (PDF, interactive course material, multimedia version)?

#### **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.
- Outline of the publication.
- Sample of at least one chapter (min. 3–5 pages) in its final format
- (*If applicable*) Sample of the existing course material — a section from the current textbook or course notes — to demonstrate how the new version differs didactically and what improvements it brings

- CVs of all team members focused on their teaching experience
- 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) Didactic Purpose and Quality of Didactic Design (25 points / 50%)

This criterion assesses whether the material is not merely an update of existing content but represents a well-thought-out didactic design that supports learning.

- The didactic elements of the material are thoughtfully chosen and functionally interconnected.
- The application clearly explains how the material supports the students' learning process (it describes not only *what* they will learn but also *how* they will learn).
- The material is practically usable for teachers – it includes elements that can facilitate lesson preparation, course delivery, or assignment design.
- The project demonstrates progress compared to the current state, particularly in the area of didactic design and learning support.

### B) Relevance for Teaching (10 points / 20%)

This criterion evaluates the material's contribution to specific courses and study programs and its actual use in teaching.

- The application clearly shows that the material will be systematically used in teaching, with a well-considered and regular integration into the study process.
- The material aligns with the learning outcomes of the respective course or program and supports their achievement.

### C) Quality Assurance (Pilot Testing and Feedback) (15 points / 30%)

This criterion assesses how the project ensures ongoing evaluation and improvement of the material's quality.

- The project includes a well-designed plan for pilot testing with students and teachers, including appropriately chosen methods for collecting feedback (e.g., questionnaires, reflections, interviews, analysis of student outputs).
- The application shows how the collected feedback will be evaluated and incorporated into the final version of the material.

- The project includes a clearly described approach to ensuring the didactic quality of the material, either through the involvement of a didactics expert or via internal evaluation (reviews, peer feedback, interdisciplinary consultation).

**TOTAL: 50 points / 100%**

## 7. Evaluation Criteria and Weighting

Evaluation Area	Maximum Points	Weight (%)	Justification
<b>A) Didactic Purpose and Quality of Didactic Design</b>	25	50%	The key criterion of the call. It reflects whether the material represents a genuinely well-thought-out didactic design that supports the learning process, rather than a mere update of content.
<b>B) Relevance for Teaching</b>	10	20%	Assesses the direct contribution to teaching and study programs, including the realistic and systematic use of the material in instruction.
<b>C) Quality Assurance (Pilot Testing and Feedback)</b>	15	30%	Examines how the quality of the material will be verified and maintained during its development. Emphasis is placed on pilot testing, feedback processes, and ensuring the didactic quality of outcomes.
<b>TOTAL</b>	<b>50</b>	<b>100%</b>	—

A scoring scale of **0–50 points** will be used (adjusted according to the weight of each area). The **minimum threshold for funding recommendation is 35 points**.

The weighting of the evaluation criteria has been designed to place the greatest emphasis on the *didactic quality* of the material, which is the core of this call. Another important area is *quality assurance and feedback collection*, which influences the long-term usability and sustainability of the outcomes. *Relevance for teaching* complements the overall evaluation by assessing the real impact of the project within the context of specific disciplines.

## 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–C) and a **brief textual commentary** of 2–3 sentences for each application. Evaluation results will be published on the **Paedagogium CU 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. Timeline

- **Call announcement:** November 2025
- **Application deadline:** December 31, 2025
- **Project evaluation process:** January 2026
- **Publication of results:** February 2026
- **Project realisation period:** March–December 2026
- **Publication of project outputs:** by the “*Teaching at CU*” (“VýUKa na UK”) festival on **January 25, 2027**.

“*Teaching at CU*” is a community festival where the results of grants supporting educational innovation are presented. Materials developed under the textbook and course material grant will serve as inspiration for festival participants.

## 10. Accessibility and Usability

The publication must be **available to students in electronic form** and **published under an Open Access model** using the latest version of one of the **Creative Commons licenses**. The recommended license is [CC BY-NC](#), which prevents commercial use of the publication by third parties without the knowledge of the author or Charles University. At the same time, this license does not prevent the conclusion of an individual licensing agreement with a commercial publisher and the possible publication of a printed or electronic version of the textbook. The goal is to ensure open, permanent, and long-term access to the textbook, in the version supported by the grant, for the entire academic community.

### Recommendations:

- **Making the materials available:** It is recommended that the publication in PDF format be made available in the [university repository](#) or on another reliable platform that enables long-term document preservation, provides a permanent link, and allows the assignment of a persistent identifier (e.g., ISBN or DOI). This also ensures indexing in the university-wide information resource search tool [UKAŽ](#). Storing the publication in the repository does not prevent its publication on other platforms, such as within a Moodle course or on websites. For more information about the university repository, you can contact the Central Library of Charles University at [openaccess@cuni.cz](mailto:openaccess@cuni.cz).
- **Choosing an appropriate platform:** When selecting a platform (e.g. Futurebooks, <https://ecuni.publi.cz>), it is recommended to cooperate with the administrators of the UKAŽ search engine, i.e. the Central Library of Charles University (contact: [admin-eiz@cuni.cz](mailto:admin-eiz@cuni.cz)).
- **Video and audio recordings:** If video or audio recordings are part of the textbook or study materials, it is recommended to include an introductory note stating the authorship, date of creation, and the license under which the material is distributed. For storage, it is advisable to use the [media servers of Charles University](#) or tools within **M365**.
- **Use of artificial intelligence tools:** If tools based on artificial intelligence models were significantly used in the creation of the textbook or study materials, these tools should be cited to the extent recommended for students’ theses.
- **Cooperation with a publisher:** If the textbook or study materials are published by an official publisher, it is necessary to conclude a licensing agreement that ensures open access to the work in the repository under a public Creative Commons license, so that

Charles University students retain access to the textbook even in this form. Such an arrangement is, for example, possible in cooperation with Karolinum Press.

## **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](mailto:paedagogium@ruk.cuni.cz).

## **12. Contacts:**

Project support and financial framework: Ing. Radek Čajka, Ph.D.: [radek.cajka@ruk.cuni.cz](mailto:radek.cajka@ruk.cuni.cz)

Project proposal support: [paedagogium@ruk.cuni.cz](mailto: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.