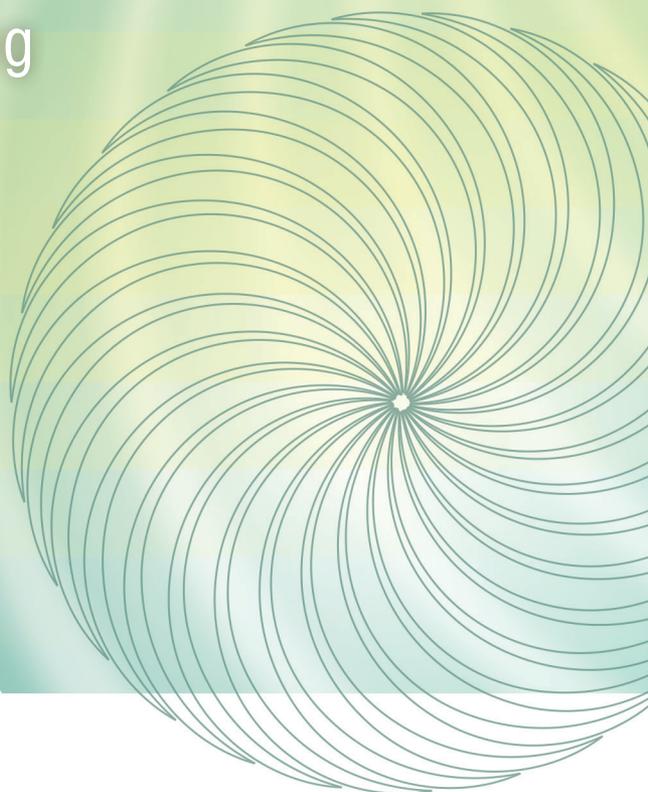


SUPPORTING DOCTORAL STUDENTS IN THEIR TEACHING ROLE

Handbook for teaching
in higher education



Editors:

ZSUZSA KOVÁCS

ANNA WACH

Supporting doctoral students in their teaching role

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Contributors

Zsuzsa Kovács works as an assistant professor at Eötvös Loránd University, in the Institute of Research on Adult Education and Knowledge Management, Budapest, Hungary. She teaches a great variety of courses in the field of education, all related to adult education and teacher training. She earned her PhD in Educational Sciences researching the supportive context of self-regulated learning. She has more than 10 years of experience in higher education and is currently focused on the educational and professional development of academic staff. As a teacher and researcher, she has joined several higher education development programs. She has been coordinating the seminars at the Third Age University program series since 2016.

Orsolya Kálmán works as an assistant professor at the Institute of Education at Eötvös Loránd University, Hungary. Her main research fields are learning and teaching in higher education and teacher education. She participated in the development of teachers' competencies, higher education programs and faculty development in Hungary. She is one of the co-leaders of the pedagogical department of the Hungarian Association of Teacher Educators. Her current research interests are university teachers' and teachers' professional development, student teachers' learning, collaborative learning and beliefs about learning.

Anna Wach works as an assistant professor at the Poznań University of Economics and Business in Poland, in the Department of Education and Personnel Development. She earned her PhD in the field of educational studies in communication and distance learning over the internet. Her research interests concern teaching and learning in higher education and academic development. She is a director of the Pedagogical Competence Development Program for PhD Students at the PUEB and a leader in several projects for academics' teaching skills development. She also has experience in many international research and educational projects.

Agnieszka Cieszyńska is a biologist and anthropologist. She did her PhD in Humanities in the field of Pedagogy. For 11 years she has been associated with the Faculty of Biology at the Adam Mickiewicz University in Poznań. For more than a dozen years she has also been involved in teacher education in the field of science, pedagogy and information technology. She has taught people of all ages in high schools, at the Adam Mickiewicz University and other higher educational institutions. She has participated in many educa-

tional projects, including distance learning and programming. She provides workshops for teachers, and she works as a tutor.

Beata Karpińska-Musiał is an assistant professor at the University of Gdańsk in the Faculty of Modern Languages the Institute of English and American Studies, Poland. Having earned an MA in English Philology (Adam Mickiewicz University in Poznań) and a PhD in Pedagogy (University of Gdańsk), she presently works as a lecturer and teacher educator, researcher and project leader. Her major research interests concern the variety of competencies of foreign language teachers, with a special focus on the role of their metalinguistic and pedagogical awareness for the success of personalized teaching and learning. Her latest publications and projects refer to academic one-to-one tuition as an example of a top-quality approach towards personalized education within the framework of a higher education institution.

Gabriella Szilágyi is a PhD student at Eötvös Loránd University's Adult Education Research and Knowledge Management Institute. Her interest and research area is focused on examining the relationship between info communication technology usage and self-directed learning, and how it affects the learning process. She also studied andragogy and HR Manager at ELTE and now works as a training expert at a state company. Since 2017, she has been a teacher at the ELTE Third Age University, leading an Online Learning Support Seminar.

Anikó Ūröginé Ács is an assistant lecturer at Eötvös Loránd University, Faculty of Education and Psychology with Pedagogical qualification. In 2015, she studied at the Szent István University as an Economist in Management and Leadership. Her field of research is the relationship between adult education and the labor market as well as the promotion of the competence development of human resources, in particular the coordination of teaching and learning processes. Her courses include learning methodology, in which students acquire practical knowledge through self-learning.

Part 1

LEARNING ACROSS BORDERS

1. The importance of doctoral students' teaching skills development

Zsuzsa Kovács & Anna Wach

While the professionalization of the role of teaching in higher education has become a widely accepted process through evolving academic development initiatives, the preparation of doctoral students for teaching duties remains an underrepresented topic within the field, despite the fact that doctoral students are often asked to teach for their institutions. Ensuring that these teachers are adequately trained and supported is crucial to maintaining the quality of institutional teaching and undergraduate learning experiences.

Meanwhile, several initiatives had been undertaken to identify and promote good practices in doctoral training, notably, by the EUA¹. Through the Salzburg Principles (2005) and the Salzburg II Recommendations (2010), a comprehensive set of guidelines was created in order to establish a common approach towards enhancing the quality of doctoral training across Europe. Although the Principles² for Innovative Doctoral Training (2011) are distilled from best practices and aspire to react to those challenges that doctoral schools face in the 21st century, they don't even mention the aspect of the teaching role within the academic career, which doctoral students usually have to take on during their training. Using doctoral students for labour raises new issues as well. Doctoral candidates are often prevented from participating in academic development programs designed for staff members because of their status as students. Also, their mentoring activities are mostly designed for carrying out high standard research and lack those processes that could support them in resolving the difficulties they encounter at the beginning of their teaching career.

While historically doctoral education may have focused primarily on research training, graduate programs today should ensure that students are prepared for a wide spectrum of

1 European University Association: <https://eua.eu/>

2 The list of principles: Research excellence, Attractive Institutional Environment, Interdisciplinary Research Options, Exposure to industry and other relevant employment sectors, International networking, Transferable skills training, Quality assurance.

responsibilities. Such preparation requires recognition that graduates may take positions within academia or in other professional areas too. This recognition has led to the creation of an integrated professional concept, which encourages the characteristics of different roles to be integrated within academia.

In North America, attempts to formalise and enhance training for graduate teachers, as well as for doctoral students, evolved from an approach that established the teacher as a “junior colleague” and required students to do academic work as well. Developers have increasingly recognised that early career researchers should be prepared for an academic career, which includes not only research but also teaching, administrative and “service” elements. The provision of different training series on the topic of teaching skills development gradually shifted the focus towards more innovative ways of using the apprenticeship or the mentoring model for professional development.

There is a growing body of evidence which indicates that the opportunity to participate in both formal and informal supporting activities has expanded at universities within East Central Europe as well. These initiatives generally lack the components of a formal structure, such as centres of teaching and learning or professional support staff. Additionally, in many cases, the motivation to develop these programs came from the desire of some higher educational professionals to enhance the quality of teaching within their own institutions.

The project called “Supporting doctoral students’ preparation for teaching roles in higher education” has been initiated in order to create a connection between these different initiatives. Through collaboration, our aim is to establish a new level of thinking in the field of teaching skills development for doctoral students. This handbook serves as the main and visible outcome of the project that was financially supported by the Visegrad Fund³.

Goals of the handbook

The overall objective of the handbook is to bring greater visibility to the increasing number of initiatives focused on improving the teaching abilities of doctoral students in the project countries. The format of the handbook aims to provide a short and practical manual for those who already work in this sphere or who intend to start new initiatives for instructional development of doctoral students or early career teachers. From this point of view, the authors strove to write short and compact, but at the same time comprehensible chapters, for those who are not familiar with the pedagogical language of educational development.

We believe the book would be of interest to the following stakeholders:

3 Visegrad Grant nr.21640599. The project was carried out between 01. 03. 2017 and 27. 04. 2018. More information on the project webpage: <http://doctoralsupport.elte.hu/?lang=en>

- for faculty/staff/educational developers and other individuals who are considered to be agents of institutional change, the book offers new approaches and practices developed by the project partners;
- for policymakers, the book introduces different approaches and concepts from the field that are informative for identifying and implementing processes that enhance the quality of teaching and also assist in building the teaching and learning capacity of their institutions;
- hopefully doctoral students will also benefit from reading this book because it will help them develop an understanding of the importance of their own initial and continuing training and professional development and how this plays out in other countries.

Approach of the book

Our professional creed mirrors the commitment of European Commission (2013) to the modernization of higher education across Europe, the core components of which are stated in the following list:

- Students have the right to access the best possible higher education learning environment. Significant learning experiences contribute to deep and effective learning outcomes for students.
- There is no contradiction between good teaching and good research: a good teacher is also an active learner, questioner and critical thinker, as should be a researcher. We identify with the principles of the scholarship of teaching and learning that emphasize the role of the expert teacher within the field of teaching and learning. Scholarly teaching requires a scholarly approach toward teaching, just as with taking a scholarly approach toward other areas of knowledge (McKINNEY 2007). At this level, teachers view knowledge of teaching and learning as a secondary discipline in which they can develop expertise. The scholarship of teaching and learning moves beyond scholarly teaching and represents the systematic study of teaching, learning and sharing in public through presentations or publications, which fulfils the established criteria of scholarship in general.
- It is an essential challenge for the higher education sector to professionalize its teaching cohorts. Effective student-centred teaching demands that teachers adopt learner focused approaches, use new methodologies and integrate ICTs in curriculum design for those areas that teachers are not well prepared for. Professionalizing teachers means preparing them to enhance student learning in a scholarly manner that utilizes evidence-based principles of teaching and learning.

- Effective educational development can support teachers in improving their teaching knowledge and skills. More than three decades of educational development experience and research proves that learning and change within the teaching role requires a supportive context in addition to well-designed programs, which are now offered by professionals and centres of educational development.

The structure of the book

The book is divided in two main parts:

LEARNING ACROSS BORDERS – the first section connects closely to the project goals as well as the outcome of implementing the project. The first chapter is an introduction that outlines the main issues surrounding the development of teaching skills for doctoral students, followed by the second chapter, which gives a short review of the theoretical background and various initiatives on the topic. Chapter three and four introduce initiatives regarding professional development at the project institutions. Chapter five illustrates the results gathered from a needs assessment survey completed by doctoral students at the partner institutions, focusing on their experiences and needs regarding professional teaching support. The main project outcome appears in chapter six and describes a proposed Summer School program plan that is based on innovative methodological solutions. This has the potential to create learning communities that support the exchange of experiences and professional development of doctoral students as teachers.

METHODOLOGICAL TOOLKIT – the second part of the book offers a short introduction and some practical advice for teachers regarding different teaching methodologies. The collection of topics draws attention to various best practices that are already operating at the project partners' institutions.

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2. Instructional development of doctoral students: literature review

Zsuzsa Kovács

Introduction

The issue of doctoral education has gained considerable importance in recent years. Doctoral students, as well as program leaders and stakeholders, face different challenges due to the changing needs of society and higher education. Traditionally, doctoral education focused primarily on research training and the production of a new generation of scientists for universities and the public research system. A number of concerns were formulated against these traditional forms of doctoral education, including the notion that doctoral students tend to be too narrowly trained and, therefore, lack key competences connected to professional, organizational and managerial skills. Furthermore, doctoral trainings don't provide adequate preparation for teaching roles, don't inform students about employment opportunities outside of academia, and students often take too long to complete their doctoral studies or do not complete them at all (KEHM 2007). The increased number of doctoral graduates has resulted in a new reality in which doctoral training programs have to reconsider their mission and main role within higher education.

More doctoral students are working adults who expect greater flexibility within their program structure. Additionally, the growing number of doctoral holders has created increased competition within the higher education employment market, which has affected the job market outside of academia as graduates have become more open to finding career opportunities outside of traditional academic research careers. The new demands of doctoral students have resulted in a process that has been described as a “significant change” or even as a “quiet revolution on doctoral education” in Europe (ERA SGHRM). New forms of training for doctoral students are evolving in many European university systems, the most important trends of which are listed as follows (ERA SGHRM):

- More and more universities are setting up doctoral schools that deliver structured programs which replace the classical model of the master-apprentice relationship. These programs offer career development through coursework that is based on disciplinary and transferable research skills.
- Some institutions have created a mixed model of doctoral education in which trainings combine the local, regional, national and international levels: candidates complete generic courses locally and subject specific courses together with candidates from different institutions (or vice versa).
- Some countries have also set up national thematic doctoral training facilities or research schools (NOR, NL, IE), while others have concluded agreements for international training networks (PT, Marie Curie Actions, Erasmus Mundus).
- There is a growing tendency amongst universities to engage in collaborative research with research institutes, industry or relevant employment sectors. This innovative collaboration entails the shared supervision of the doctoral student.
- Some institutions bring together the master and doctoral programs in this way, thereby ensuring that good candidates are identified, recruited and brought into the research environment.
- Structured doctoral trainings increase the professional management of research strategies, including research infrastructure, recruitment and selection of candidates, human resources, training, quality assurance and assessment.

Nevertheless, doctoral schools and educators have to emphasize those approaches to teaching and learning that can efficiently prepare doctoral students for their new roles as faculty or for roles outside of academia. New directions in doctoral training are developing from a foundation of different methodological aspects of higher education, such as active learning, inquiry-based learning, meaningful learning, authentic learning, social learning and collaborative learning, which require students to have new skills, new ways of leading their disciplines and new ways of learning and thinking (BLESSINGER & STOCKLEY 2016).

It is also crucial for doctoral students to learn key competences which will enable them to become successful university teachers. McDaniel (2009) defines four components that doctoral students must learn in order to operate successfully as teachers:

- *conceptual interpretations*: includes interpretations that reflect on professional identity, field of study, the diverse institutional culture and the target system of higher education;
- *knowledge and competence in the main areas of teaching*: the interpretation of the teaching-learning process, how do students learn, teaching strategies, differences between fields of study, and obstacles that doctoral students might have to face;
- *interpersonal competences*: oral and written communication, cooperation, ability to cooperate with a variety of students and colleagues;
- *professional attitudes and habits*: attitudes and habits that make the work-family balance and participation in life-long learning possible.

New aspects of doctoral students' experience

Socialization theories help to explain the role that doctoral education plays in preparing new faculty. This period can be named 'anticipatory' socialization (AUSTIN, SORCINELLI & McDANIELS 2007) during which future faculty members develop values and perspectives as well as specific skills that are needed in order to become faculty members. Initially, models of socialization assumed that there were different stages through which individuals could gain the necessary knowledge of a profession and become assimilated into the organization. In contrast, some theorists suggested a more culturally based view of the process suggesting that culture is "contestable" and individuals' own experiences and perspectives interact with the expectations they find in the organization. In this postmodern view of socialization, the culture of an institution is reconstructed, rather than simply replicated, in a process where the newcomers not only learn about the organization but, at the same time, change it. Thus, the socialization of doctoral students for faculty roles is not just a linear process with distinctive steps, but more like a sense making development during while they create their interpretation from implicit and explicit messages and through interactions with faculty, peers and friends, experiences and also from observing colleagues regarding what is expected and valued in academic life.

Emerging research on informal learning and educational microcultures has tried to reveal the latent and difficult to investigate phenomena of professional learning within higher education as well. Informal learning in the workplace can be easily defined in contrast to the more formal learning activities and trainings that occur in the workplace, emphasising the increased flexibility and freedom learners are given through informal learning (ERAUT 2004). The phenomenon depends more or less on the social significance of learning from other people and is embedded within a specific organizational culture (KÁLMÁN 2019). As research conducted about academics' learning in workplace has shown us (THOMSON & TRIGWELL 2016), professionals learn from their colleagues by engaging in informal conversations, although little is known about how these conversations contribute to the development as a teacher. Furthermore, a number of studies have supported the fact that a discipline itself defines how it is taught (KREBER 2010; TROWLER 2009; UMBACH 2007). As a result, the members of an academic community construct their views on teaching and learning, practices and habits together, which is shaped by the socio-cultural elements of the given community (REIMANN 2009; KÁLMÁN, TYNJÄLÄ & SKANIAKOS 2019). When new colleagues and students enter a program, they face the unique organizational and academic culture of that specific institution, and, in order to succeed, they adapt to it. *Microculture* (MÅRTENSSON 2014; ROXÅ & MÅRTENSSON 2013; 2014) is a concept that emphasises the social nature of academic institutions and reflects the processes of developing teaching habits and traditions that members undergo through their everyday behaviours.

Microcultures also exist within the sphere of teaching and learning, as defined by Trowler (2009), these are teaching and learning regimes. Becher and Trowler label disciplines as soft or hard, and theoretical or applied (BECHER & TROWLER, 2001), however, disciplines also have sociological characteristics, as a given academic community strengthens and upholds the community through its own system of habits, norms and rites. Trowler and Cooper (2002) created the concept of teaching and learning regimes, which refers to the constructed knowledge on a given academic community as well as its practices of teaching and learning. Teaching and learning regimes characterise the meso-level of a university, those local communities, teaching and learning environments in which teachers perform their daily tasks and in which the education of students is carried out (TROWLER 2008).

Not only is there an urgent need to resolve the issues caused by the growing number of doctoral students (graduates), but an integrated approach to faculty work is evolving regarding doctoral education. The *integrated professional approach* assumes that “faculty are highly qualified, flexible and complex workers who can handle nonroutine work and see how different aspects of their professional work inform the other various aspects.” (O’MEARA, COLBECK & AUSTIN 2008: 1). The concept includes at least two interrelated interpretations of integration: the first emphasizes synergy among teaching, research, and service roles, while the second emphasizes connections between professional and academic aspects of faculty work. The academic aspect is associated with a discipline and the professional is defined as belonging to a community, which generates, applies, manages and transmits knowledge. Academic work requires more than the discovery, integration and communication of disciplinary knowledge as by its professional nature “it demands abilities to deal with unpredictability, complexity, and simultaneous responsibilities to multiple stakeholders with varied interests” (COLBECK, O’MEARA & AUSTIN 2008: 100).

The messages that students receive in the early stages of their doctoral education and from their various network partners affect their perception of the various academic roles (research, teaching and service) and the integration of these roles. As Sweitzer (2008) revealed, those doctoral students who relied on network partners from within their academic community were more likely to create a fragmented view of the faculty career. Whereas those students who prioritized relationships both within and outside the community were questioning the message that research is more important than teaching and started to create linkages between teaching and research, thus moving toward a more integrated view of faculty roles. Therefore, identifying what messages are communicated about academic careers, understanding who communicates those messages, and how doctoral students internalize the messages become essential research questions in understanding how future faculty are prepared.

Professional learning about teaching

Knight and his colleagues developed a model for understanding the professional learning of teachers in higher education, based on their research at UK Open University. The top three responses from teachers about general professional formation were:

1. Mainly on-the-job learning – by doing the job (these engagements make the strongest contribution to professional development);
2. Their own experiences as students strongly influenced them;
3. There is also a strong element of learning through conversation with others, complemented by workshops and conferences (KNIGHT, TAIT & YORKE 2006). Based on research findings, they define four modes of learning from the linkage of intentionality and types of learning (see *Table 1*).

	Types of learning	
Intentionality	Formal	Non-formal
Intentional	Processes: learning that follows a curriculum. May involve instruction and certification. Outcomes: greater or lesser mastery of curriculum objectives.	Processes: reflection, self-directed reading groups, and mentoring. No pre-set curriculum. Outcomes: formation of explicit understandings of achievement, often associated with an intention to build upon them.
Non-intentional	Processes: learning from the “hidden curriculum”—learning about the logic-in-use (as opposed to the espoused logic of the prescribed curriculum). Outcomes: unpredictable.	Processes: learning by being and doing in an activity system. Outcomes: unpredictable. In some cases, settings become so familiar that learning stops and unlearning may take place.

Table 1. Intentional and non-intentional, formal and non-formal learning (KNIGHT et al. 2006)

The identified forms of learning reflect the multifaceted aspect of professional learning regarding teaching, which can be supported in various ways both formally and informally. Based on an extensive literature review, Pill (2005) identified then described four methodological models in supporting the development of new teachers in higher education:

- *reflective practitioner*: supports the connection of theory and practice in professional development;

- *action research*: professional development that is linked to researching can provide a sufficient basis for expert academic knowledge;
- *from being a beginner to becoming an expert*: supports the different forms of encouraging the learning process, depending on practical experience;
- *metacognitive approaches*: conscious development of different areas of professional knowledge (self-knowledge, co-knowledge, skills etc.).

Figure 1 shows the similarities and differences between the models. The left-hand column, including the reflective practitioner and metacognitive approaches, focuses more on the individual professional while the approaches from the right hand column work primarily through professional practice by external events. At the same time, moving from the top lines toward the bottom lines of the diagram indicates the evolution of thought processes from the implicit toward a more explicit thought processes, which are known to the professional and can be articulated.

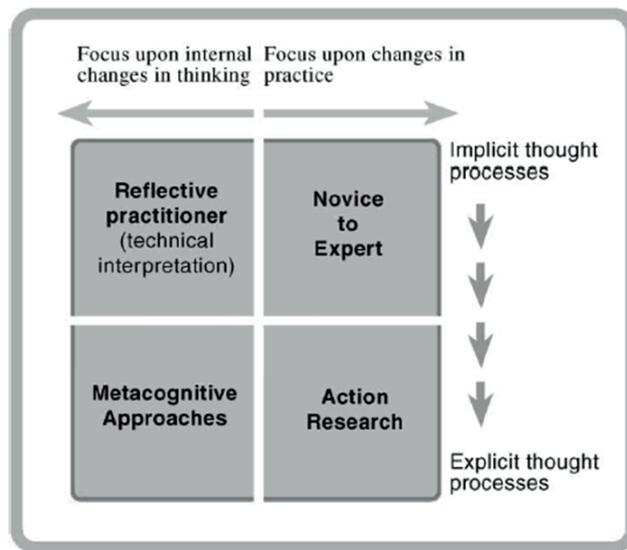


Figure 1. The relationship between the four models of professional development (PILL 2005)

Some programs were developed purposefully for supporting doctoral students or early career teachers in their professional development as teachers. The Teaching Advantage program (GREER, CATHCART & NEALE 2016) applied the theoretical framework of Cognitive Apprenticeship Theory (COLLINS 1991), which is a theory of social learning that requires learners to participate in a community of inquiry with peers and experts. This action research

project carried out a competency-based teaching development program based on learning activities and used the six methods derived from cognitive apprenticeship: (1) modelling, (2) coaching, (3) scaffolding, (4) articulating, (5) reflecting and (6) exploring. Due to the different background and levels of experience of the participants, some required modelling, coaching or scaffolding in the given learning situation, while others were able to articulate, reflect and explore in order to extend their expertise. They supported each other in resolving the given task, and, in this way, co-constructed learning was taking place within the community of inquiry. The participants reported an increase in teaching self-efficacy and self-reflective practices; they pointed out the importance of reflecting on their prior teaching practice and also the need to be informed about what skills they possess and those which they should develop.

Within the literature on mentoring in the context of supporting faculty development, experts point out that the benefits provided by mentoring, for both the mentor and mentee, are bidirectional regarding professional identity development, something that has outstanding professional advantages. Traditional mentoring activities mostly emerge between inexperienced and experienced, knowledgeable professionals (COLLINS 1994). In such relationships, the participants focus more on the mentee's areas for growth, development and gaps in knowledge, rather than on their contributions. The mentor's responsibility is to play a guiding role in helping the mentee to develop the professional skills that are aligned with the mentee's professional goals or aspirations (CAMPBELL & CAMPBELL, 2000). By contrast, in the co-mentoring process, a co-learning relationship is formulated that would transcend any existing power differentials. Learning together could become a strong motivator for both partners as they move on to a new quality of mentoring relationship (TOTLEBEN & DEISS, 2015). The co-mentoring model was, therefore, created and used in different educational and faculty development programs (MURDOCK, STIPANOVIC & LUCAS 2013; ANGELIQUE, KYLE & TAYLOR, 2002) as opposed to a traditional mentoring approach as it reduces power differentials and encourages collegial relationships.

Similar to co-mentoring, but also an alternative form of mentoring, is peer mentoring, which involves two or more persons of equal status (GIRVES, ZEPEDA & GWATHMEY 2005). Peer mentoring often combines both informal and formal characteristics of the mentoring process (THOMAS, BYSTYDZIENSKI & DESAI 2015) and has several advantages for both women and men in academia. The first benefit is availability and access because an individual is likely to have more peers than supervisors/managers (KRAM & ISABELLA 1985). Another advantage is the ease of seeking support and guidance from peers and also general information sharing, or specifically about professional themes and personal relationships that extend beyond the boundaries of work (ANGELIQUE, KYLE & TAYLOR 2002). Peer mentoring can also function in a group of people who collectively support and advise one another rather than working in a one-to-one relationship (DARWIN & PALMER 2009).

Multi-source feedback could also enhance the development of teaching skills in the early years of teaching experience. The ‚MedTalks’ pilot teaching program (BANDEALI, CHIANG & RAMNANAN 2017) offered medical students for the first and second year the opportunity to teach undergraduate university students (30 minutes of content lectures and 90 minutes of small group sessions) after which they received formal feedback from undergraduate students and from faculty educators regarding their teaching style, communication abilities, and professionalism. The results revealed that 92% of the participants gained greater confidence in individual teaching capabilities, based largely on the opportunity to gain experience (with feedback) in teaching roles. The pilot program pointed out that multi-sourced teaching experience and feedback regarding their teaching (in addition to their self-reflection) can improve students’ confidence and enthusiasm toward teaching.

Educational development – formal support for instructional development

Many institutions around the world have established centres, committees or other structures to manage educational development activities. At the same time, educational development has become a professional field in which individuals acquire specific skills for supporting the professional growth of faculty colleagues (FRASER, GOSLING & SORCINELLI 2010). The majority of specialists in the field believe that educational development is the most inclusive term for describing the various programs offered by the centres for teaching and learning development, and the multifaceted aspect of this profession dedicated to helping colleges and universities in terms of teaching and learning (GILLESPIE & ROBERTSON 2010).

Approaches to supporting teaching skills development have evolved over the past 40 years in response to changing external expectations for higher education institutions and changing faculty needs. Sorcinelli and her colleagues divided the earlier history of educational development into different ages (2006): the Age of the Scholar, the Age of the Teacher, the Age of the Developer and the Age of the Learner. The current age that we are entering is considered the Age of the Network (this categorization is mainly developed based upon the experiences of higher education institutions from the USA). In *the Age of the Scholar* (from the mid-1950s until the early 1960s), American higher education grew rapidly in size and affluence. During this time, faculty development efforts were directed almost entirely toward improving and advancing scholarly competence. By the late 1960s and throughout the 1970s, institutions of higher education suddenly found themselves serving a much larger and broader range of students. Students demanded the right to exercise some control over the quality of their undergraduate learning experience through such means as evaluating their teachers’ performance in the classroom. This period, called

the Age of the Teacher, has its interest, research and practice related to the development of teaching skills and competencies, as well as the design of teaching development and evaluation programs. *The Age of the Developer* began in the 1980s with a progression in faculty development programs; researchers focused on exploring the question of who was participating in faculty development and what services were offered, while others began to study the usefulness and measurable outcomes of development activities. The 1990s were *the Age of the Learner*, in which there appeared a paradigm shift: the focus from teaching and instructional development (pedagogical expertise) moved toward a focus on student learning that resulted in the rapid evaluation of faculty support services. Diverse and rich systems supporting and encouraging educational development were formed under the aegis of collaborative learning. Due to a joint initiative among universities, professional groups, online systems supporting education and portals for sharing experiences were created in the last decade, which has rewritten our knowledge on previous developmental models and practices, bringing us slowly to the Age of the Network.

It has been argued that although Europe has established the European Higher Education Area (EHEA) with the purpose of creating comparable, compatible and coherent systems of higher education and increasing employability, European policies have rarely affected the quality of teaching at the classroom level (PLESCHOVÁ et al. 2012). Establishing professional standards for higher education teaching across Europe, the introduction of student-centred teaching and the preparation of academics to fulfil the requirements are important steps to achieve these aims, but the attention paid to academic/educational development has been unbalanced as a result of the widely diverse academic cultures within Europe. Some European policy initiatives have already recognised the need to enhance the quality of teaching and create support for development (PLESCHOVÁ et al. 2012). Countries that are the most advanced in terms of provision of educational development are those with a longer tradition of student-oriented policies. Descriptions of efforts to improve teaching and learning in higher education diverge across countries, reflecting also regional understandings of development work (LEWIS 2010).

Conclusion

After reviewing the rich body of literature on the topic, we can conclude some basic assumptions in promoting the professional development of doctoral students as teachers. Professional socialization for academic roles, including teaching, can be understood as a complex process in which institutional culture, the members of the narrower and wider community, the disciplinary and the teaching and learning culture play significant roles. Effective forms of professional support focus primarily on individual needs, emerging from

previous experiences and encourage reflective and critical awareness in the process of learning.

Furthermore, the professionalization of teaching in higher education presumes well-defined and structured initiatives of educational development where academics, including doctoral students, can improve their teaching and advance as experts in teaching. In order to realize this goal effectively, some recommendations should be taken in consideration (PLESCHOVÁ et al. 2012), such as defining professional standards for higher education, measuring teaching effectiveness, establishing educational development at appropriate levels, strengthening the identity of academics as teachers, providing funding and creating forums at the European level.

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3. The development of teaching skills in Poland: the case of the Poznań University of Economics and Business

Anna Wach

Introduction

The development of a university involves the improvement of the quality of teaching, which is inseparably related to the professional growth of its employees, especially academic teachers. In Poland, under the Act of 27 July 2005 on Higher Education, art. 111, academics are obliged to teach and educate students, taking care of the methodology and content of their semester and final papers and degree theses. They should also conduct scientific research and do developmental work, pursue creative and artistic challenges, and participate in the organizational activities of their university (Act on Higher Education, 2005). In practice, the successive stages of the professional advancement of teachers coincide with the scientific degrees and titles they are awarded and are mainly the result of scientific and research work. What is of the key importance for the progress of university teachers' professional career are their publications, participation in scientific conferences, membership in academic boards and committees, managing research projects and grant implementation. These activities are encouraged and recognized both at the university and governmental level. As far as teaching tasks are concerned, the situation of the average academic teacher looks quite different. According to the Polish law, in order to conduct classes with students, one does not need to have formal teaching qualifications in this field. Thus, a number of teachers take up their duties without any pedagogical education, drawing on the observation of other teachers' work and their own experience as learners. There is no system that could provide support for teachers – both the beginning ones and those at the later stages of their career. This support is particularly desirable when intuition and experience turn out to be insufficient and teachers need help in solving their problems with students and seek

inspirations for implementing innovations. At Polish university, the policy of the development of teaching competence is pursued in different ways; steps taken within its framework are usually of a dispersed and one-off character. There are neither comprehensive solutions nor a system of rewards and promotions for teachers' achievements, which would definitely contribute to the actual improvement in the quality of teaching (WACH-KĄKOLEWICZ 2016).

The aim of this chapter is to present good practices in the area of the development of teaching competence at the Poznań University of Economics and Business. Thus, as a background and introduction to the topic, we will give an overview of the current legal framework as regards the professional preparation of academic teachers in Poland. After that, we will discuss initiatives taken by the authorities of the University and its employees concerning the academic and educational development.

The professional preparation of academic teachers – the current legal framework

The Polish law does not specify the pedagogical qualifications that academic teachers should have; thus, there are no formal requirements concerning the preparation of teachers for conducting classes at university. However, pursuant to the recommendation of the European Commission, which, in June 2013, published a report of the select committee for the modernization of higher education, all academics employed in higher education institutions should undergo certified pedagogical training by 2020, and professional training for academic teachers should be obligatory (Report to the European Commission on Improving the Quality of Teaching and Learning in Europe's Higher Education Institutions, 2013: 31). However, it is difficult to predict how this recommendation will be implemented in Poland and what position on this matter the Ministry of Science and Higher Education and university authorities will take. Although nothing has changed yet, it should be stressed that the issue of acquiring and developing teaching competences is recognized and discussed by various scientific circles. It is also a frequent subject of scientific and teaching conferences at which the participants debate over the form and scope of the professional training of academic teachers with reference to the current practices at universities. These actions involve different kinds of training, usually non-obligatory, designed mainly for young academics, PhD students and assistant lecturers, who are just beginning their teaching career. It should be pointed out here that a lot of higher education institutions in Poland do not organize such classes for young teachers at all (WACH-KĄKOLEWICZ 2016; SAJDAK-BURSKA 2015).

The situation has started to change, however, because – under the Regulation of the Minister of Science and Higher Education of 1 September 2011 on education in doctoral studies, §4, p. 2 – universities became obliged to provide PhD students with the possibility to attend classes developing their teaching and professional capabilities, preparing them for the role of an academic teacher, especially with regard to teaching methods and information technologies applied in higher education. Pursuant to this regulation, several (usually 8–10) hours of classes on academic teaching were introduced to the syllabus of doctoral studies. The latest Regulation of the Minister of Science and Higher Education of 10 February 2017 on education in doctoral studies at universities and scientific units, § 3, p. 2–5, specifies that the number of optional classes should be at least 15 hours, adding that these classes develop both the research and development capabilities of PhD students and their teaching skills, preparing them for the role of an academic teacher. In each group, a PhD student is obliged to collect 5 ECTS points of the total number of 30–45 points to be obtained in the course of doctoral studies. What is of great importance, under § 5 point 1, all doctoral students (including extramural ones) have to take part in professional traineeship, teaching or co-teaching from at least 10 to maximum 90 classroom hours. This means that PhD students will not only receive theoretical support, but they will also have the opportunity to try their hand in direct work with students. It must be emphasized, however, that a few hours of academic teaching is nothing more than just an introduction to the issue of pedagogical theory and concepts in higher education, marking the roadmap for lecturers' professional development. These classes can first of all inspire them and make them realize the need for constant teaching skills' improvement. Teachers also need support at the later stages of development, even when they have already gained some professional experience. Help should be offered not only to the ones who have problems and have scored low on their student evaluation, but also to those who need inspiration and seek knowledge of innovative teaching strategies and want to tap their potential. Some Polish universities are just beginning to introduce a comprehensive support system, while others do not have it at all. The fact that this issue is not regulated by law, the lack of motivational systems and no rewards for teaching work are definitely all the factors which are not favourable to building the culture of teaching skills development, all the more so because teachers are assessed and rewarded first of all for their research work.

The development of teaching competence at the Poznań University of Economics and Business

The Poznań University of Economics and Business was founded in 1926. It is ranked among the leading economic universities in Poland, owing its reputation to the high qual-

ity of teaching and to significant achievements in the field of economic sciences. It educates students and carries out research at five faculties: the Faculty of Economics, the Faculty of Informatics and Electronic Economy, the Faculty of International Business and Economics, the Faculty of Management, and the Faculty of Commodity Science. The university offers Bachelor and Master programmes in 17 fields of study and 53 specializations. All faculties offer doctoral studies. At present, it educates approximately 11 thousand students, including first, second and third cycle students, as well as MBA and post-graduate students. The total number of doctoral students is 333 including 144 who also have teaching duties. Apart from that the university employs 520 academic teachers.

The Poznan University of Economics and Business has a long tradition of and experience in preparing young academics for teaching at university. The first training courses were organized as early as in the mid-1950s. Formal pedagogical training began in the academic year 1969/1970. In the 1970s, classes were held in the Department of New Teaching Methods of Adam Mickiewicz University. In the following decade, the organization of pedagogical courses was taken over by the employees of the Academy of Economics (the former name of the PUEB), in which the successive editions of courses were launched every year or every other year until 2005 (WACH-KĄKOLEWICZ, 2013).

In 2011, after a few years break, upon the initiative of the University authorities and owing to the involvement of the employees of the Department of Education and Staff Development, the first edition of the University Pedagogical Course for Young Staff was launched with a new syllabus and in a new organizational formula. The course lasts one semester and consists of 150 hours of workshops and laboratories for PhD students and young academic teachers (who are the beginning of their teaching career). The aim of the course is first of all to develop the participants' competences in the field of academic teaching, make them acquainted with learning theories and concepts, with teaching strategies, and with methods of class assessment and evaluation. Another aim is to teach them to design and teach classes in accordance with state-of-the-art methodological theories and help them develop social competences needed to manage a group efficiently. The course is targeted at young academics at the start of their careers, including full-time and extramural PhD students. The course is not obligatory for academics.

Throughout the last few years, following the evaluation of classes, the analysis of the participants' needs, the examination of pedagogical and psychological theories and the study of the examples of other universities' best practices and of the knowledge of innovative teaching methods, the formula of the course has undergone changes. The changes concerned not only the syllabus, but also the applied teaching paradigm. First of all, an attempt was made to design and teach classes in accordance with the premises of educational constructivism, in order to create the atmosphere of safety and trust, and the culture of shared learning through discovering and solving problems. The emphasis was placed on

critical and reflective thinking, and on the need for the constant development of teaching competence.

We are now preparing the 8th edition of the course, which will begin in February 2018. This time, after another thorough modernization, the course will consist of 100 classroom hours, divided into four modules. As part of the pedagogical module (1), teachers will develop competences in class design, including the skill of formulating learning outcomes and choosing proper teaching strategies. They will also find out how to decide on team or individual student's work, choose proper media and new technology, which will help to meet educational goals. The course participants will learn the principles and tools of class assessment and evaluation. Within the framework of the methodological module (2), they will find content to choose, such as: gamification, case study, problem-based learning, etc. The participants choose the classes they find the most interesting and which will broaden their knowledge in a given area. The course syllabus also includes the obligatory psychological module (3), in which teachers learn about the issues of interpersonal communication, team-building and group management and the aspects of individual differences psychology. Just like in the case of the methodological module, the psychological module (4) includes subjects to choose, such as coping with stress, assertiveness and conflict management. Thus, the idea behind such a design of the course syllabus was that, while basic teaching competences are developed (obligatory modules), owing to the choice of optional modules, the content of classes may be adapted to the individual needs and expectations.

To receive a credit for the course, students have to prepare class scenarios based on the constructivist paradigm in groups consisting of a few people. Their work on the scenario is supervised and participants systematically receive feedback. The final version is presented in front of all members of the group, who point out the strengths of their colleagues' work, at the same time submitting constructive critical comments. The course participants also work individually on their own learning portfolio, thus documenting the process of the development of their own teaching competences. They share their observations on their learning process with other students at the so-called "Reflection on reflection" meetings. The discussions are moderated, and their main goal is make the teachers more aware of the increasing level of their pedagogical competence, and to outline the roadmap of one's own development and to formulate the long-term plan of professional teaching career (WA-CH-KĄKOLEWICZ & KĄKOLEWICZ 2015).

A few years experience in the management of pedagogical course shows that its graduates are well prepared for future work. In the cooperation with others, they build up their pedagogical knowledge and skills required in university teaching. The pedagogical course constitutes a solid foundation for teaching and for becoming a reflective practitioner in action. Professional development needs to be supported, also institutionally, through, for example, methodological consultancy, class observations, sharing good practices, parti-

icipation in conferences and training courses. This is why a few years ago the PUEB took steps to launch a series of trainings for more experienced teachers.

The DNA programme – *Doskonalenie Nauczycieli Akademickich* (The Academic Development Training) – was financed by the Participatory Budget of the PUEB. The project was initiated by the employees of the Department of Education and Staff Development and involves the organization of a series of training courses for more experienced academics, who have taught for at least five years. The first edition of the Programme took place in the academic year 2014/15. The project also obtained financing in the next year, 2016/17. The main idea was to offer more specialist courses, which emphasize new pedagogical concepts and use of modern teaching strategies. Their aim was to inspire teachers, trigger their creativity and give some tips and advice in solving problems they face in everyday teaching. The most important motivation of the project initiators was not only to provide a training offer, but also to emphasize that basic training (such as pedagogical preparation) is not sufficient in the development path of an academic teacher and that comprehensive support is needed at each stage of development.

The syllabus of the course was based on the experiences of the best European universities. Classes are taught by top specialists, including experts from foreign teaching excellence centres who shared their experience and knowledge with PUEB teachers. Among the proposed ideas for classes were the following subjects:

- Coaching and tutoring in university teaching (1 group/22hrs);
- Facilitating group discussions: from the seminar room to the lecture hall (1 group/10hrs);
- Teaching strategies for critical thinking and writing (1 group/10hrs);
- Teaching strategies based on writing academic papers supported by EndNote, Mendeley and SWAN programmes (2 groups/5hrs);
- Skills and tools in the work of coach and tutor (1 group/20hrs);
- Students' engagement in class (2 groups/6hrs);
- “Bomber B” or how to bring your presentations alive (2 groups/6hrs);
- Not only PowerPoint. How to amaze students with non-standard multimedia presentations (1group/6hrs);
- Open Educational Resources (OER) and Creative Commons licences in university teaching (1 group/3hrs).

The training programme attracted quite a number of academics (the total number in both editions was 144) and was evaluated highly by their participants (regarding both the contents and the quality of teaching). They confirmed the need for organizing the support for improving teaching competences on a large scale, the consequence of which is the ongoing project “Podniesienie kompetencji dydaktycznych nauczycieli akademickich Uniwersyte-

tu Ekonomicznego w Poznaniu” (Improving the Teaching Competences of the Academic Teachers of the University of Economics and Business in Poznań), co-financed by the European Union from the funds of the European Social Fund, as part of the Operational Programme Knowledge Education Development 2014–2020.

The project has the budget of over 800,000 zlotys (over 192,000 euro) and its implementation period is two years (from 1 June 2017 to 31 May 2019). It is expected to provide support to 220 academic teachers, who will participate in courses suited to their diagnosed needs and competence gaps in academic didactics. The proposed subjects concern the following four main areas:

- Innovative teaching skills (e.g. Tutoring; Gamification in education, Design thinking, Case study, Problem-based learning);
- IT skills (e.g. Prezi, Designing e-learning courses; Adobe captivate, Modern multimedia communication);
- Teaching in a foreign language (e.g. Effective lecturing skills in English, Modern foreign language teaching, The art of effective presentations in English, Specialist English language course with a native speaker, preparing for teaching classes in economics, management and finance);
- Information management (e.g. Using open access and open educational resources, Mind mapping, Social media, Sources of scientific information for economists).

The courses are taught by top specialists, coaches with extensive teaching experience. Some classes will be held abroad, in well known universities and centres for teaching and learning.

Conclusion

The so-called “good practices” concerning academic development at the Poznań University of Economics and Business discussed above are an interesting example of both top-down efforts (undertaken and financed by the University) and bottom-up initiatives (of the academics themselves). It is the university teachers who feel the need to work for all kinds of training projects (often on a voluntary basis), writing their syllabuses, inviting guests and organizing courses. The projects also owe their success to the fact that other teachers, who are their beneficiaries, have applied to participate in them out of their own will. They find the training valuable and useful for the development of their professional careers. Although a large number of these activities are a response to the teachers’ immediate needs rather than forming a comprehensive system, they are a part of a very important process. It is a process in which growth-oriented attitudes are taking shape and the culture of learning

and the culture of offering are developing. It is a process in which the appetite for knowledge is being stimulated, which will perhaps lead to the establishment of a professional support system at the PUEB – a centre for teaching excellence (WACH-KĄKOLEWICZ 2016).

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4. Professional development at the Eötvös Loránd University, Faculty of Education and Psychology

Orsolya Kálmán

The professional development⁴ of academics in higher education is connected to personal development and combined formal and informal learning, while also involving individual and organizational development and learning in communities of practice. This paper centers around the development of university teachers and teaching practices, with the knowledge that developing as a teacher cannot be separated from the development of other roles, including that of a researcher, professional or practitioner.

The national context

Recently in Hungarian higher education, more attention has been paid to teaching. The high drop-out rates, fears regarding the decreasing number of students as well as the internationalization of higher education, which is a governmental goal that presents a great challenge for such institutions, are leading to increased focus on the development of teaching. During the last few years, an increasing number of interventions for teaching and development have been introduced in higher education, although the main tool for change is still based on legal implementations. Since higher education institutions have a low or moderately low level of autonomy by international comparison, developments and interventions mostly result in short term goals and superficial compliance (DERÉNYI 2018).

Several ESF funded projects have been launched in order to develop curriculum design and teaching methods that focus on learning outcomes and outcome-based planning. Ad-

⁴ I use the term professional development but academic or faculty development usually refer to similar practices (See also TAYLOR & REGE COLET 2010).

ditionally, higher education institutions have participated in the development and use of cutting-edge digital content and have shared the end product through a joint, public database. In a study conducted among Hungarian higher education teachers, more than half of the teachers reported that they enjoy working on innovation within courses and their disciplinary field. This willingness to innovate was higher amongst teachers in colleges. Although more than half of the teachers were open to innovation, cooperation and sharing knowledge between departments was weak (VÁMOS 2011).

In spite of the fact that many higher education teachers feel frustrated or apathetic because of the difficulties and work overload they encounter in teaching, lately their attitudes towards pedagogical competencies have become more positive. In a recent investigation (Soreco Research Ltd. 2014 cited by BERÁCS et al. 2015), teachers characterized a skilled higher education teacher, firstly, by their high-quality disciplinary knowledge, and, secondly, by their ability to motivate students. The third most important factor was a tie between pedagogical content knowledge and the utilization of versatile teaching methods, which shows that many teachers recognize and accept that they should develop their pedagogical practices. Similar characteristics of good university teachers were identified in a study on Hungarian doctoral students' beliefs about university teachers (KOVÁCS & KERESZTY 2016). In their study, 60% of university teachers were found to apply new teaching methods. This was mostly done by teachers from the field of arts, business and social sciences, and was least done by teachers working in the field of agricultural, technological and natural sciences (Soreco Research Ltd. 2014 cited by BERÁCS et al. 2015).

In Hungarian higher education, staff members have responsibilities regarding academic, teaching and research positions. A staff member can be involved in teaching tasks above their compulsory research duties, which must be a minimum of 80% of their work. Doctoral students also have to fulfill teaching tasks as part of their doctoral studies, which at the Eötvös Loránd University should not exceed one third of the total number of obtainable credits. Typically, academics have both researching and teaching responsibilities. According to the National Higher Education Act (No. CCIV in 2011), no teaching qualification is needed to become a university teacher in higher education. The academic career is primarily based on scientific degrees, research work and supporting doctoral students and other colleagues in their academic development and research work. However, in the highest academic positions, a considerable amount of teaching practice is also required. Teachers in colleges have lower requirements for promotion as opposed to university teachers.

There are no central guidelines for teaching on the national level, and in many cases, there are no guidelines on the institutional level. Particularly in private, non-state institutions pedagogical trainings are offered on a voluntary or mandatory basis. In-house pedagogical trainings are usually offered by teacher educators, which in certain cases, might be a problem as teacher education has a lower status amongst academic disciplinary fields. This could eventually lead to a lower acceptance level of pedagogical trainings.

Institutional context

The Eötvös Loránd University is an old research-intensive university. It has eight faculties, almost 25,000 students and nearly 3000 academics. The Faculty of Education and Psychology is a new and smaller faculty which was established in 2003 and has four institutes. The main research and training fields of the faculty are andragogy, education, psychology, sport and recreation. The university has the largest teacher education program in the country as well as a leading role in Hungarian teacher education.

The practice of supporting professional development of academics at the Faculty of Education and Psychology

The typical activities of educational development include offering trainings, consulting and mentoring, supporting e-learning and other forms of innovation, evaluating teaching, and facilitating the scholarship of teaching and learning (TAYLOR & REGE COLET 2010). At our faculty, the practice of educational development and the support of academics' professional development have been evolving step by step but are still in the phase of parallel initiatives, which are not organized in a systematic and regular way. This context is fruitful for the proliferation of various, primarily informal and regulated activities, for professional development. However, the sporadic nature and sometimes even the invisibility of these activities can impede the knowledge sharing between the various initiatives. Several relevant initiatives for professional development will be depicted one by one in the following, which uses the framework of Taylor and Rege Colet (2010). These initiatives are either offered by the staff of our faculty within the university, or they are organized for our faculty.

Offering pedagogical trainings

At the university level, academics can offer short courses to their peers on various topics. The offered topics are based on best practices within their own field, e.g. problem-based learning, interactive teaching methods or cooperative learning. These courses are organized mainly for one occasion (approximately 4 hours long) during the exam period of each semester. The strength of these courses is that they give visibility to best practices and innovations, and they aid knowledge sharing within the university. Despite this, according

to empirical studies (POSTAREFF, LINDBLOM-YLÄNNE & NEVGI 2007; 2008), these short pedagogical trainings cannot have a strong impact on academics' teaching practice.

Occasionally, initiatives for the professional development of doctoral students have been introduced in some doctoral schools at our university. Doctoral students are typical novice teachers at the university who are open to learning about teaching in higher education. For example, at the Faculty of Law a special doctoral course is offered by one of our leading teacher educators, and at the Doctoral School of Psychology another course is organized for the doctoral students in psychology. These courses are done on a voluntary basis and are focused on course planning, teaching approaches and evaluation. The doctoral students receive credits for completing such courses. The doctoral course at the Faculty of Law is organized in an innovative way through which the doctoral students learn about a chosen topic of higher education pedagogy individually. They then prepare a microteaching lesson about the specific topic, which is followed by a group discussion on the topic as well as the teaching methods.

Long term pedagogical trainings at our university are scarce, but recently, new possibilities have emerged within the new Human Development Programs (EFOP). The focus of these applications and the newly introduced learning outcome-based programs have drawn attention to both university teachers' teaching practices and professional development. Within the Human Development Programs, the Faculty of Social Sciences and the Faculty of Law started to launch pedagogical trainings organized by the academics of educational sciences at the Faculty of Education and Psychology. The aim was to plan a system of pedagogical trainings that could support faculty development in the long term as well. In collaboration with the management of these faculties, a professional group⁵ has developed a framework for the professional development of academics and courses based on the special needs of faculties. The framework of the pedagogical trainings builds upon long-standing expertise in higher education teaching and research work on higher education pedagogy, program design and teacher education (e.g. VÁMOS & LÉNÁRD 2014; KÁLMÁN et al. 2017; RAPOS & KOPP 2015). In line with this knowledge base, the following principles of pedagogical trainings have been outlined:

- The programs are based on a learner-centred and learning outcome-based approach.
- The programs are focused on learning processes concerning students' and academics' learning. The programs build on disciplinary characteristics and faculty needs.
- Facilitating the sharing of good practices among participants.
- Facilitating the development of a professional learning community among the participants and within the specific higher education programs.

5 The members of the professional group in alphabetic order are László Horváth, Orsolya Kálmán, Erika Kopp, Sándor Lénárd, István Lukács, Nóra Rapos, Magdolna Salát, and Judit Szivák.

- Pedagogical trainings are organized through the team teaching of two academics.
- Building on the synergies of the different pedagogical trainings and promoting the different formal and informal ways of professional development within the faculties.
- The pedagogical trainings are combined with action research for the continuous improvement of our programs.

The topics of the currently running pedagogical trainings focus on facilitating, supporting students' learning, project-based learning, and course planning with workplace stakeholders.

Mentoring, peer learning, and special initiatives for supporting the professional development of doctoral students

At the Faculty of Education and Psychology, several types of informal mentoring have been established based on the approach of learning-by-doing with peer or expert support. This professional development activity is most relevant to doctoral students at our faculty. In the teacher education program there is a long-standing tradition of informally mentoring those doctoral students who start to teach in teacher education. This primarily consists of observing mentors' courses, planning together, sharing teaching materials, and giving feedback on the work of doctoral students.

New initiatives and innovations of mentoring and peer learning have emerged partly because of the increased teaching duties of doctoral students. A proposal for credit calculation and evaluation of the quantity and quality of PhD students' activities was prepared by the Council of Doctoral School of Education. In this proposal⁶, various teaching activities are offered to doctoral students, which can be grouped in two main categories: (1) teaching and teaching assistance activities and (2) activities concerning the operation and development of programs. Activities such as participating in curriculum, subject and evaluation development or preparing teaching material and study-aids, which are quite novel for doctoral students, belong to the second group. Participating in these development activities can help doctoral students to learn about and practice those educational tasks of academics that are usually more typical in later phases of the academic career.

⁶ The authors of the proposal are Ágnes Vámos, Sándor Lénárd, András Németh and Éva Szabolcs.

Doctoral students of the English language programs plan courses together for students in the bachelor and master level programs. During the collaboration of two or three doctoral students, informal knowledge, practice sharing and peer mentoring are highly relevant. These courses are popular among students and also create a fruitful context for experimenting in teaching methods.

University of the Third Age, which is organized by the Institute of Research on Adult Education and Knowledge Management, initiated a new form of professional development for doctoral students. These students can hold a seminar about their research topic at the University of the Third Age. Based on the experiences gained thus far, the University of the Third Age gives a supportive field for teaching practice because participants are highly motivated and are open to new ways of learning and also because these seminars don't lead to formal, high-stakes qualifications. Doctoral students' teaching practice is supported by regularly held group-mentoring discussions, where doctoral students have the opportunity to discuss their experiences, to reflect on their development and to search for resolutions on difficulties encountered while teaching.⁷

Supporting e-learning and other innovations

The possibilities and the strategic aims of using new technologies as well as the internationalization of the educational programs have led to various forms of professional development for academics at the Faculty of Education and Psychology. The typical methods of supporting the usage of e-learning environments include short trainings for academics about Moodle and Canvas as well as the development of Hungarian guides about these e-learning systems. These trainings and guides now offer regular but voluntary possibilities for professional development. Teaching in English has also been a priority of the Faculty, therefore, for example, some years ago intensive short trainings were ordered from the British Council on the topic of Academic Teaching Excellence in English.

Educational innovations are also emerging from new curriculum developments or from initiatives of renewing programs. These innovations are highly important in the life of the faculty because, not only is the professional development of individual academics supported via program development, but the academic communities' is as well. Furthermore, the practice of program development can lead to the development of professional learning communities. In the last few decades, several new teacher education programs were introduced. While this is primarily due to new legislation, these top down changes also strengthened interdisciplinary collaboration between academics as well as negotiations and sharing of teaching practices, approaches and methods (e.g. experiences of project-based learning,

⁷ The group-mentoring discussions are facilitated by Zsuzsa Kovács.

portfolio, reflective practices). In 2016, a new international doctoral program in the field of teacher education (European Doctorate in Teacher Education⁸) was also started with the aim of supporting collaboration and knowledge sharing amongst the academics involved in the program as well as between the five universities which initiated the project. In practice, this means initiating new, student-centered teaching and learning approaches and methods (e.g. co-supervising, students' learning diaries across various courses, a common template for course design, a new concept on internship within the doctoral program), which emerged from the negotiations of academics involved in the project. Moreover, the program offers regular meetings for knowledge sharing between the participants (academics and management) and promotes the documentation of good teaching practices.

Evaluating teaching

Evaluating the quality of teaching is not at the forefront of the university strategies. Still, the quantity of teaching (e.g. teaching hours) and students' satisfaction with courses and individual teachers are central to evaluating processes. Recently, some initiatives have been discussed about how to facilitate the quality of teaching, although the realization of these is still awaited. Recommendations for facilitating and evaluating quality teaching were formulated by groups of academics assigned by the dean, but unfortunately, it hasn't been followed by an implementation phase. In the 2016/17 semesters, the Quality Assurance Committee of the faculty discussed new ways of utilizing students' questionnaires⁹ in evaluating teaching, as a mean of assessment for learning and as a tool for the evidence-based development of training programs. The first proposal was to use the same students' questionnaire twice a semester, not only at the end of the semester but also in the middle of the semester when the university teacher still has a chance to redesign his/her teaching practice based on feedback from students. The second proposal was to use students' feedback on the program level, rather than just the individual level in order to understand students' perception of the whole program and also to collect evidence regarding the learning outcomes of the program. It seems to be a long and slow process to strengthen the evaluation of quality teaching because of the many factors impeding its realization, e.g. the bureaucratic nature of quality management, the focus on research work as opposed to teaching, and the complexity of evaluating learning and teaching processes.

8 European Union's Horizon 2020 research and innovation programme, Marie-Sklodowska-Curie grant agreement number 676452. www.edite.eu

9 According to the National Higher Education Act higher education institutions should ask students to give feedback on teachers' work.

Scholarship of teaching and learning

The Faculty of Education and Psychology is a fruitful field for combining research and teaching, firstly, because the research fields of many academics are related to education and, secondly, because the academics of the faculty have been involved in many educational development projects in both public and higher education. From the many studies conducted within the framework of scholarship of teaching and learning, two examples will be briefly introduced.

With the Bologna process, a new three-year bachelor program in pedagogy was introduced. For the implementation and the development of the new training program, a six-year action research was conducted. The continuous reflection on the program development led to the establishment and improvement of competency-based education, student-centered approaches, mentoring, program development, and collaboration between academics. The unique practice of action research in the Hungarian higher education context and program development was published (VÁMOS & LÉNÁRD 2014) and interpreted as an example of evidence-based program development in higher education.

In Hungary, the Eötvös Loránd University has the largest initial teacher education program and a long tradition in research on teacher education. Recently, a combined teacher education degree was introduced by the government, which includes one-year of teaching practice at the end of the program¹⁰. Within this changing and highly debated situation, the academics in the field of teacher education, along with the collaboration of practice schools, had a leading role in conceptualizing the program and quality development of Hungarian teacher education programs as well as to develop a teaching practice system. The recommendations and the publication (RAPOS & KOPP 2015) were based on international comparative analysis and teacher educators' earlier research work that had a strong impact on other Hungarian teacher education programs as well as, to some extent, on policy discussion.

The advanced practice of individuals and the academic community in the field of scholarship of teaching and learning can raise the question of how this practice and knowledge can be shared within the whole university. It seems that it will be the challenge for our future work.

10 See the No. 283/2012. (X.4.) Governmental decree and the No. 8/2013. (I. 30.) decree of the Ministry of Human Capacities.

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5. Learning about teaching in higher education: doctoral students' experiences about instructional development

Zsuzsa Kovács & Anna Wach

Introduction

In order to establish the Summer School program as the main outcome of the project, we initiated a needs assessment process among doctoral students at the project partners' institutions. The primary goal of the survey we developed was to identify the teaching experiences and needs that doctoral students have, and to utilize these in developing the program of the Summer School. Beside this attempt, the project partners agreed that other goals should also be integrated into the survey, such as exploring students' understanding of teaching and learning, levels of self-efficacy in teaching and also gathering feedback about the partners' efforts of instructional development. To accomplish this complex ambition, we formulated several research questions, which are listed below:

- How do doctoral students think about learning and teaching?
- How do doctoral students approach teaching?
- What kind of professional development activities did doctoral students attend?
- What topics and types of professional development are the most preferred?
- What kind of difficulties do doctoral students face during teaching? How do they cope with these problems?
- To what extent do doctoral students feel self-confident in their teaching activities?
- Do they perceive their academic context to be supportive or not?

The survey consisted of four main aspects related to teaching activities (1) personal theories about teaching and learning, (2) experiences and needs of academic development, (3) experiences about teaching activities and (4) Perceptions about the academic context.

In order to implement the survey, we developed an online questionnaire in which we integrated the above mentioned aspects. We used open-ended questions (How do you understand “learning”? What does “teaching” mean for you?), and the Approaches to Teaching Inventory (PROSSER & TRIGWELL 1999) for revealing the respondents’ personal theories and beliefs about teaching and learning. Three questions were developed to explore the doctoral students’ development practices regarding teaching, as well as their needs for academic development in certain areas. Open-ended questions were used to gather more information about the difficulties they face during teaching and their efforts to cope with these issues. We integrated some items from the Faculty Teaching Efficacy questionnaire (CHANG, McKEACHIE & LIN 2009) and some questions from College Teaching Self-Efficacy Scale (PRIETO 2006). The Faculty Perceived Teaching Support questionnaire (CHANG, McKEACHIE & LIN 2009) was adapted to our context to measure access to teaching resources and faculty support as perceived by the respondents. The survey instrument was originally developed in English then translated to the Polish, Czech and Hungarian languages. The questionnaire had only an online version and was administered through Qualtrics in all languages between May and September 2017. The survey took approximately 20 minutes to complete. All analyses were conducted using the Statistical Package for the Social Sciences for Windows statistical software.

This chapter presents only the results connected to academic development needs and practices of doctoral students as, based on this data, the program of the Summer School will be elaborated.

Descriptive statistics – introducing the sample

The potential respondents for this study were all students who attend or participate in a doctoral education program at one of the partner institutions. The questionnaire was sent out through formal and informal¹¹ queries towards the leaders and administrative staff of the institutions’ doctoral programs. In beginning to analyse the data, we faced a large number of incomplete or partially filled out questionnaires. The online software recognized all attempts of starting the activity but did not show if that questionnaire was incomplete. Due to this, we had to deal with a significant loss of data among the responses. The overall response rate and the viable data is shown in *Table 2*.

11 In Hungary the EDÖK offered help in gathering answers by using their network among doctoral students.

Project partner institution	Overall doctoral students (2017 spring semester)	Response rate % (n)	Responses used for analysis % (n)
HU–Eötvös Loránd University	1304	13% (181)	42
PL–PUEB	178	58 % (81)	47
CZ–Masaryk University	3000 ¹²	6% (200)	113

Table 2. Response rate

The decreasing willingness of respondents to complete the entire questionnaire can be attributed to the complex nature of the questionnaire, although preliminary testing did not predict these difficulties. In presenting the results, due to the different sample sizes of the project partners, they are not represented together as a total sample, but rather the results are used only for stressing the similarities and differences between the samples. In doing so, we are wary of concluding generalized statements about doctoral students and education in the three countries.

Gender distribution – The distribution of male and female respondents in the sample is presented by *Chart 1*. As the chart displays, the distribution is more balanced in the Polish and the Czech samples than in the Hungarian sample.

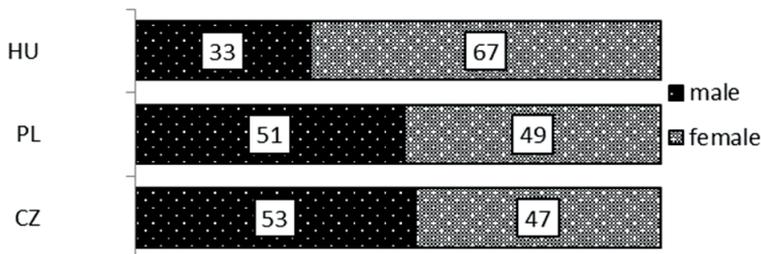


Chart 1. Distribution of gender categories by country (%)

The age distribution of the three sample shows similarities as most of the respondents are in their late twenties, between 26–29, although there is a greater proportion of older students in the Hungarian sample as well (*Chart 2*).

¹² Masaryk University: Annual Activity Report 2017. <https://www.muni.cz/media/3086916/mu-vzc-2017-en.pdf>. Accessed on 15th of June 2019.

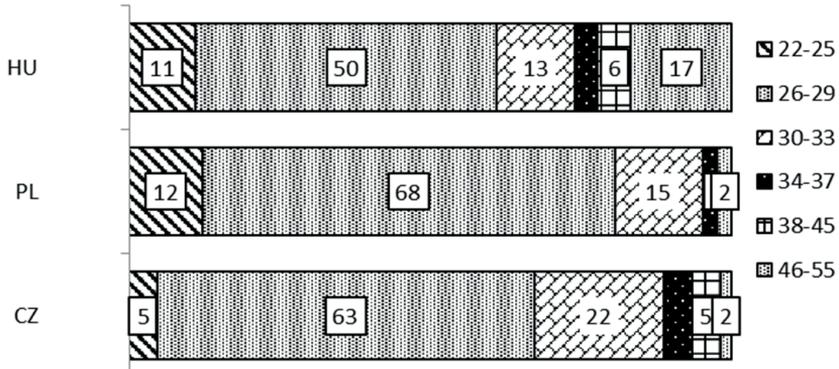


Chart 2. Distribution of age categories by country (%)

Teaching qualification – The students were asked about having a teaching degree on a college or university level. The rate of those who have this degree is similar among Hungarian and Polish respondents, while somewhat lower among respondents from the Czech Republic (Chart 3).

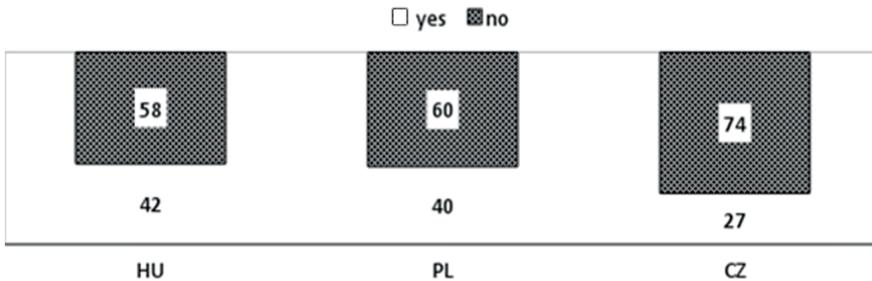


Chart 3. Distribution of possessing a teaching degree (%)

Teaching experiences – The students were also asked about the teaching experience that they have. The differences, presented in the chart below, are due primarily to the differences in the PhD system among the countries. For example, only Hungarian respondents answered that they have not yet taught (31%). The most typical answer for Hungary and Poland PhD students was that they had taught for 1–3 semester(s), while in the Czech Republic 37% had taught 4–6 semesters and 36% for 1–3 semester(s).

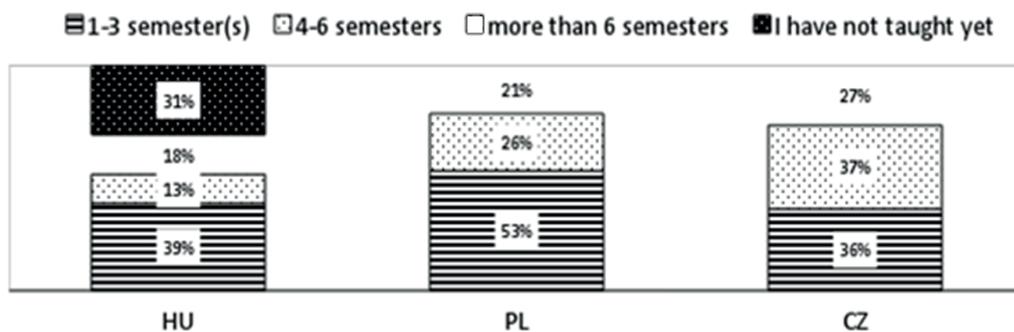


Chart 4. Distribution of frequency in teaching experience %

Professional development needs and experiences

Learning about teaching

In our first question about professional development regarding teaching, we expected the respondents to indicate the forms of development that they had participated in during their doctoral studies¹³. We created a list of those activities that we considered well-known and fairly familiar in Central-European universities, but we also included informal discussion alongside the more formal activities as research has revealed that informal conversations with others, regarding everyday teaching duties, have a major influence on experiencing and learning about the role of teaching within academia (ROXA & MARTENSSON 2015). *Chart 5* shows the differences between the countries, and the different questions are presented in the order that they appeared in on the questionnaire. Based on the results, it is reasonable to conclude that pedagogical courses on Teaching and Learning in Higher Education is most typical in Poland, while less common in the other two countries. Courses as a part of a PhD program are popular in Poland and in Czech Republic and are not so frequent in Hungary. 51% of Polish respondents had discussions on academic teaching with colleagues, while this rate is lower in Hungary, at only 38%, and only 24% in the Czech Republic. Taking part in T&L in HE conferences is most typical in Hungary, with 31%, and less popular in the other two countries. Not surprisingly, the answers reveal that doctoral students engage regularly in informal discussions regarding teaching, while attending short trainings and conferences on teaching and learning are less common activities.

¹³ How do you develop your professional skills in academic teaching? Please refer to last 2 years.

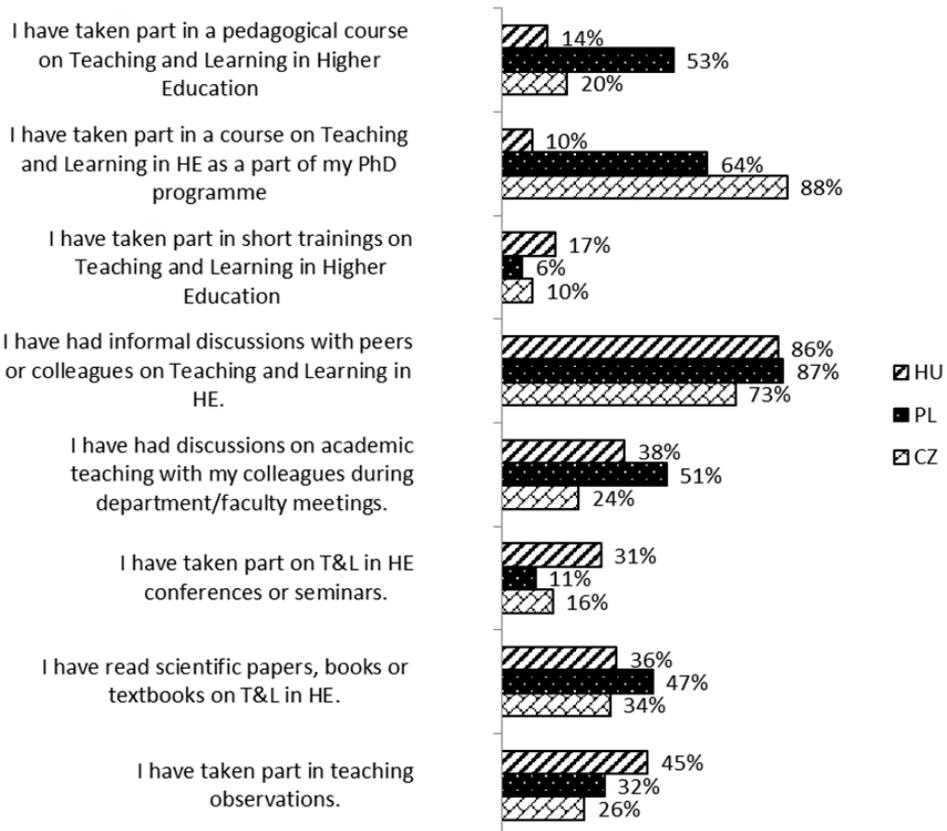


Chart 5. The relative frequencies of experienced professional development

We were also interested in the differences between the countries, and the data illustrates significant differences between them in four areas:

- I have taken part in a pedagogical course on Teaching and Learning in Higher Education (Chi-squared=0,000; Cramer’s V=0,462);
- I have taken part in a course on Teaching and Learning in HE as a part of my PhD program (Chi-squared=0,000; Cramer’s V=0,651);
- I have had discussions on academic teaching with my colleagues during department/faculty meetings. (Chi-squared=0,003);
- I have taken part on T&L in HE conferences or seminars (Chi-squared=0,032).

If the responses regarding informal discussions were removed from the list, an interesting pattern would emerge: more formal instructional development initiatives appear in the Polish and Czech university, while these are not typical among Hungarian respondents.

Preferred forms of professional learning

The next question is strongly connected to the previous one, as respondents had to select those professional activities which they would prefer in order to learn about teaching and learning.¹⁴ *Chart 6* shows the main tendencies, namely that informal learning through discussions is the most preferred, followed by short trainings and individual consultations or mentoring. Apparently, doctoral students are not interested in engaging in online communities and conferences on the topic of teaching in higher education.

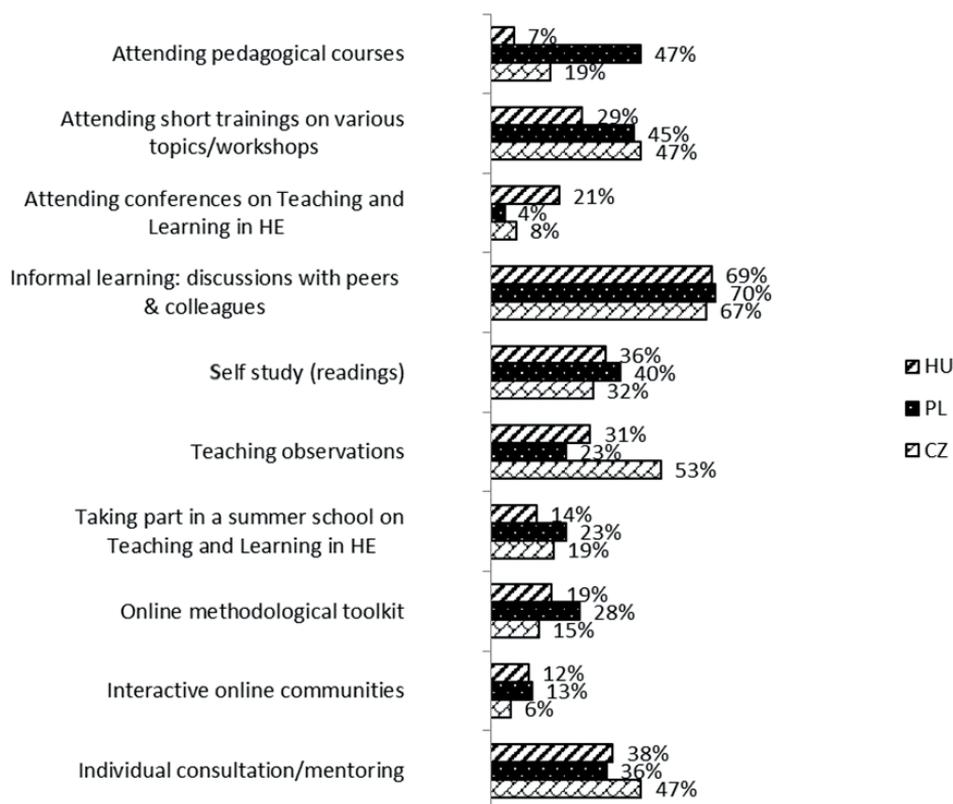


Chart 6. Preferred forms of professional learning

Despite the similarities, significant differences were also identified in three areas, such as attending pedagogical courses, attending conferences and teaching observations. Attending pedagogical courses are more favoured among Polish students while attending conferences on Teaching and learning is the most typical in the case of Hungary, with

¹⁴ "What forms of academic development would you prefer? Please indicate the 3 most appropriate for you!"

21%. Meanwhile, in the other two countries, the rate is only a 6% average. Teaching observations appear at 53% in the case of students from the Czech Republic, with only 31% in Hungary and 23% in Poland.

Topics for improvement

Our last question¹⁵ focused on different topics and issues regarding teaching and learning in higher education, from which the students had to choose at least five based on their interests and needs. We can claim that the respondents collectively want to learn more about students’ motivation and active learning strategies and are less interested about topics such teaching culturally diverse students, online class design or course portfolio (Chart 7).

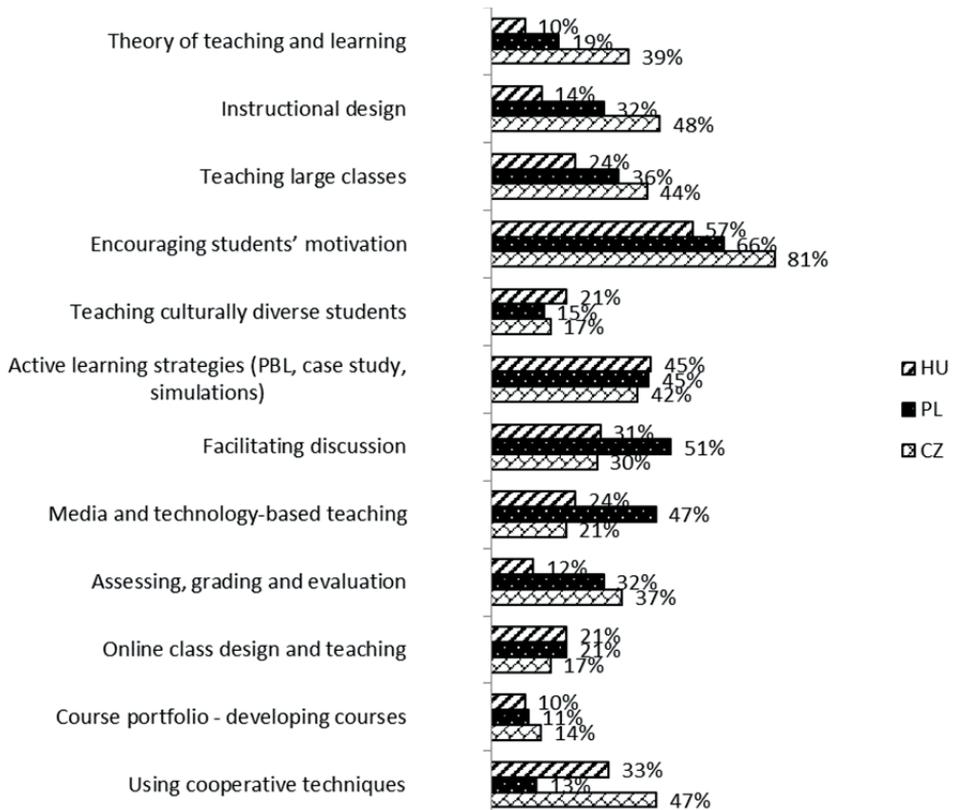


Chart 7. Topics for improvement

15 “What areas of Teaching and Learning in HE would you like to improve your teaching knowledge and skills? Please underline the most important 5 for you!”

In four cases, (Theory of teaching and learning / Instructional design / Encouraging students' motivation / Assessing, grading and evaluation) the highest percentages belong to the Czech students, followed by the Polish students, and then the Hungarian students with the lowest rates. With regard to facilitating discussion and media and technology-based teaching, the highest appearance can be found in Poland (51%), while the Hungarian and Czech rates are similar (30% in average). Almost half of the Czech students chose using cooperative techniques, while in Hungary this rate is somewhat lower, 37%, and in Poland it's very rare, at only 13%. All of the previously mentioned differences appear to be significant.

Experienced difficulties and resolution modes – open ended questions

Open ended questions¹⁶ were integrated into the questionnaire in order to gather information about students' perceived teaching difficulties. One third of the respondents mentioned the lack of motivation and engagement of students as the most significant problem they face when teaching. They described students who are mostly passive, who cannot be mobilized towards more active participation in class activities, which doctoral students explained can, perhaps, be attributed to the traditional, teacher-focused socialization of students. The other difficulty frequently mentioned by respondents was the students' insufficient prior knowledge and inadequate skills, which could not be easily handled by the doctoral students. The diversity of students' knowledge demands a differentiated teaching methodology be used, as well as the ability to adjust teaching techniques to the needs of different cohorts of students. The respondents perceived this more as a shortcoming of the students they taught and not as a lack of methodological preparation on the part of the teachers. Doctoral students also complained that the younger generation wants quick success for little effort, resulting in numerous teacher-student conflicts. A well-known concern among doctoral students can be related to teaching students who are more experienced or who are older, leading to the fear of not be treated seriously as a teacher due to appearing younger.

The third topic or issue selected most frequently by the respondents was the lack of adequate infrastructure and the administrative problems concerning teaching. The endless race for teaching technology, the growing number of students in courses, the rigidity of curriculum, and the occasional inability to harmonize courses with other colleagues led to

16 1. Describe the greatest problem you have faced during teaching! 2. Please indicate what could be the reason for the problem! 3. Have you been able to resolve the issue? How?

the feeling of dissatisfaction towards teaching and the organization as well. A few difficulties related to methodology also arise from the answers: loneliness in planning teaching, leading discussions in a very passive or very active group, using LMS in a course or inefficiency in managing talented students.

Beyond exploring the problems students face when teaching, we also invited them to describe how they resolved these emerging situations. The majority of the answers suggest that doctoral students try to resolve the difficulties by experimenting with various methodologies and teaching techniques. For engaging their students, they introduce active learning strategies instead of merely transmitting the content, creating flipped classrooms (students need to read the content and study it before the class and when they come only solve the tasks based on the theory and analyze examples), skipping some content and not rushing as well as connecting the content with current events or phenomena. They support individual learning paths, prepare different scenarios and different tasks, depending how active the group is and how much time they need to complete the task in order to reduce the tension caused by the different levels of student knowledge. Some students refer to pedagogical courses where they collected new ideas and experience in resolving problematic situations during teaching. It seems that gathering the respect of students is more difficult to accomplish than engaging the students in activities. Despite this, they try to find solutions for this issue, for example by treating the students as partners during the class or instead of delivering the content according to the syllabus and talking about the problems (older) students face in their workplace. There are also some responses in which doctoral students admit that they haven't really got an answer to their difficulties, mostly for those issues which are generated by the inefficient functioning of the system. Overall, we can see that there is a constant need for development through innovative experimenting, not only for resolving the difficulties encountered by the respondents, but also in helping the learning of the students. This should be supported by communities of practice as one of the respondents pointed out.

Conclusions

The results clearly represent the divergent culture of the three institutions regarding educational development: formal preparations focusing on pedagogical knowledge are a more frequent form of instructional development among Czech and Polish students while, in contrast, Hungarian students prefer informal learning and self-development activities through which they can collect knowledge for resolving teaching difficulties and for improving their methodology by themselves. These results highlight an important issue as well: where some forms of development already exist, doctoral students are more open and

interested in the formal preparation; furthermore, this experience of professional learning leads to the recognition and acceptance of pedagogical expertise about teaching and learning as well.

However, the three student cohorts are equally interested in learning motivation and the different strategies/techniques of active learning, the tendency of which can be explained by the listed teaching difficulties that doctoral students faced when teaching. The answers also revealed that a great proportion of the students experiment with new ideas and techniques which sometimes resolve their teaching problems but many times do not. This data poses several questions regarding professional support: are these attempts supported efficiently or reflected in a scholarly manner? We already know from research that teachers in higher education learn about teaching mostly on the job (KNIGHT, TAIT & YORKE 2006). While this creates a knowledge base rich in experience, it does not support the professional learning process unless these experiences are not reflected and structured in a professional way.

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6. Learning about teaching across borders: summer school program

Zsuzsa Kovács & Anna Wach

Introduction

The proposed Summer School program represents the main outcome of the Visegrad Funded project *Supporting doctoral students in their teaching roles* based on the collaboration between the project partners. The summer school, as a specific form of professional learning, has the potential to offer various opportunities for supporting doctoral students' development as teachers, in our case it fosters learning in the following ways:

- encourages the exchange of experiences between doctoral students from different countries by supporting discussion about teaching and learning in a scholarly context, leading to the Scholarship of Teaching and Learning;
- creates a context for interdisciplinary and intercultural learning;
- offers students a sense of belonging within a wider professional community (of both other doctoral candidates and academics);
- creates a positive, non-judgmental atmosphere where students can share difficulties and individual anxieties, thereby learning new ways to improve teaching;
- intentionally supports community building with the frequent use of small group work, offering unstructured time for discussions and initiating faculty learning communities.

The intended learning outcomes of the Summer School

It is expected that after attending the SS's programs, the participants will be able to:

- describe the basic theories and concepts related to teaching and learning issues that will have been presented within lectures and workshops;

- practice the newly acquired knowledge through different tasks related to the workshops;
- apply their knowledge in more areas using the practice of the scholarship of teaching and learning;
- reflect and critique when doing teaching evaluations;
- create personal goals to strengthen their teaching practice.

Methodological background

During program development, the partners agreed to use basic theoretical and methodological principles based on recent findings from research on learning and teaching within higher education. It was also agreed that good practices in educational development would be mirrored as well. The main principles are listed and shortly introduced in the next section.

Learner-centred teaching approach

Qualitative teaching implies a shift from a teacher-centred paradigm toward focusing more on student needs as well as learning activities and teaching attitudes that promote effective and engaged learning (WEIMER 2007). The main professional orientation of the SS rests on learner-centeredness on at least two levels: firstly, introducing the main concepts and practices of this approach, and secondly, representing the principles in designing the interactive workshops as well.

Supporting the Scholarship of Teaching and learning

Both the content and methodology of the SS supports a scholarly approach toward teaching and learning in higher education and also fosters the implementation of evidence-based teaching and learning activities. The scholarship of teaching and learning emphasises the systematic study of teaching and/or learning as well as the sharing and review of such work through presentations or publications. Very often, this approach is connected to professionalism within university teaching, referring to the knowledge about teaching and learning that can be rationally verified through disciplined inquiry (KREBER 2006). Scholarly teachers, therefore, reflect on their teaching, try new things, discuss teaching issues with colleagues and read and apply the literature on teaching and learning within their discipline.

The cognitive apprenticeships model

The cognitive apprenticeship model (GREER 2016) connects to the social learning theory and requires learners to participate in a community of inquiry with peers and experts. For each topic chosen for the workshops, an expert mentor is selected, who leads and facilitates students' work. The mentor is responsible for designing the activities by using the six methods derived from the model: 1) modelling, (2) coaching, (3) scaffolding, (4) articulating, (5) reflecting, and (6) exploring. The model is implemented in workshop activities in order to develop the practical teaching knowledge of students.

Unconferences

The unconference defines a participant-oriented meeting where attendees decide the agenda, the discussion topics and workshops as well (BUDD et al., 2015). The format provides the participants with an informal and flexible program where conversation is more important than presentation. The advantages of this format can be listed as follows: focusing on topics that are relevant to participants, flexibility of schedule and emphasis on contribution from every participant. The interactions generated through discussions can lead to more intensive community building and networking with each other.

Faculty learning communities (FLC) – are different groups of trans-disciplinary faculty, graduate students and professional staff groups composed of 6-15 members or more (8 to 12 is the recommended size). Together, they engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning. Group meetings materialize in frequent seminars and activities that provide learning, development, transdisciplinarity, the scholarship of teaching and learning and community building. During the Summer School, we support the formation of topic-based FLC in an online environment.

The topics of the program were chosen according to the main results of the need assessment: student engagement, active learning strategies, and ICT for supporting learning.

Program participants

We expect 10 doctoral students from each project partner to participate (30 altogether). The participants can come from various disciplines. Preferably, the participants should have at least one year of teaching experience in higher education.

Application process

The participants will be chosen by a small committee based on their written applications. Application for participating in the program should include:

- basic information about the applicant and his or her teaching experience, including, for example, personal details, institution and field of study;
- motivation letter: reasons for participating in the program;
- short description of an innovative teaching technique from the participant's practice;
- letter of support from their department.

Preparation for the summer school

- Reading assignments for workshops;
- Previous preparation of a presentation about one innovative teaching technique from the participant's practice.

Short schedule of the Summer School

DAY 1.	Warming up activities, getting to know each other Discussions about the challenges of working as a teacher in higher education Guided practice
DAY 2.	Lectures and presentations from experts on different topics from different countries (guest speakers) Small group workshops with expert mentors on the topics – (flipped – readings sent previously)
DAY 3.	Lectures and presentations from experts on different topics from different countries (guest speakers) Small group workshops with expert mentors on the topics – (flipped – readings sent previously)
DAY 4.	Unconferences – doctoral students show their best practices to each other through mini presentations with discussions afterwards (the content is provided by attendees themselves and not outside experts) Planning a handbook from presented techniques and best practices
DAY 5.	Planning collaboration for the future – Developing personal and group action plans in the faculty learning communities Peer-facilitated group-work

Detailed program

Each day is composed of sessions that last 90 minutes as well as unstructured time for free discussions.

Session 1: 9.00 – 10.30

Session 2: 11.00 – 12.30

Lunch: 12.30 – 14.30

Session. 3: 14.30 – 16.00

Free time for discussion

1st Day – Monday

Session 1.1.

Presenting the program of the week – presentation of activities and the professional staff

Short self- introduction of the participants

This session gives participants opportunity to get more familiar with each other and the different approaches, experience and conditions of teaching in the various departments, universities and countries.

Session 1.2.

Challenges of working as a teacher in higher education – roles and identities

Discussing the circumstances that either support or obstruct everyday teaching practices will help participants to identify areas of development for teaching in higher education and link their own teaching situation as well as their expectations of the summer school to the program.

The session will include interviews in pairs, discussions in smaller groups and short presentations from the participants.

Session 1.3.

Guided practice

Selected participants will role-play the positive aspects and difficulties of the teaching role in academia previewing the topics that will be explored during SS. Other participants will comment and support during the role-play and reflect on the experience.

2nd day – Tuesday

Session 2.1.

Lectures presented by experts:

- Student engagement in higher education
- Constructivist approach to teaching and learning

Session 2.2. (parallel workshops)

Workshop 1: *Motivational strategies in the classroom* (readings required)

After a theoretical lecture, the workshop offers a more practical view of the topic by collecting and discussing different tips, strategies, and techniques for promoting student engagement in order to enrich the methodological toolkit of the participants.

Workshop 2: *Practices for Universal Design for Learning* (readings required)

The interactive workshop intends to present to the participants how the Universal Design for Learning (UDL) framework will guide the plan of instructional goals, assessments, methods and materials that can be adjusted to meet individual needs. Universal Design for Learning assumes learner variability and focuses on adapting curriculum to the learners based on three core principles (SMITH 2012): providing multiple means of representation, of action and expression and of engagement.

Session 2.3. (parallel workshops)

Workshop 1: *Active learning strategies – Problem-based Learning* (readings required)

Problem-based learning is well known for involving students' active participation in a complex manner through introducing a problem and inviting students to collaboratively work on different solutions. The group then experiences the different stages of problem solving, working individually and within a group to define a commonly agreed upon solution. The workshop introduces the main principles of designing problem-based learning situations and the main tasks of the tutor or facilitator in successfully implementing these.

Workshop 2: *Active learning strategies – Critical thinking* (readings required)

The interactive workshop tries to create a common understanding of the concept of critical thinking and introduces different approaches and methodologies for improving thinking skills among students. The workshop also intends to involve personal experiences in order to understand the necessity of critical thinking as well as practical tips for adapting the ideas within the teaching practice of the participants.

3rd day – Wednesday

Session 3.1.

Lectures:

- *Flipped classroom strategy*
- *The scholarship of teaching and learning*

Session 3.2. (parallel workshops)

Workshop 1: *LMS in supporting teaching* (readings required)

Learning management systems are available in almost every higher education institution, but very often teachers and students are not prepared to adopt and master the different functions supported by LMS. The workshop reflects on the methodological background of these learning management systems and offers some practical tips for integrating the system elements into participants' teaching practice.

Workshop 2.: *Social-media and students' learning* (readings required)

Social media is part of the everyday context of student life; embedding these tools within different learning activities has the potential to strengthen student engagement and involvement. The workshop aim is to show different approaches and techniques in adopting social media within curriculum and different learning activities.

Session 3.3. (parallel workshops)

Workshop 1: *Reflective teaching practice*

Workshop 2: *Reflective teaching practice*

Reflective strategies have proved to be essential, not just for improving teaching and learning, but also for the development of teaching expertise (BROOKFIELD 1998). In order to establish doctoral students' need for continuous development, they have to realize how important the implementation of different reflective activities into daily practice could be. The workshop intends to explore the role of reflection in daily teaching activities and presents a framework for improving reflective practices among participants.

4th day – Thursday

Unconferences

Participants present their best teaching techniques for a small group in order to discuss, to gather feedback and to enrich their teaching practices. This form of presentation supports instructional development at many levels: the presenters have the opportunity to reflect on their own teaching, to identify techniques which they consider successful and also to gather new insights and feedback for further development through discussion. The audience, in contrast, can pick up small, but useful tips for to enrich their teaching practice. The unconference can reinforce reflective thinking in a powerful way as it facilitates scholarly discourse about teaching and learning between partners at the same level, role and situation. Previous to the summer school, participants have to decide on the topics to be presented and share them with the others in order to create the discussion panels and schedule of the day. The organization of the unconference is student-driven and realized with an online collaboration tool (Wikispace, Padlet etc.)

Presentation time for each doctoral student: 15 min. + discussion time: 15 min.

Session 4.1.

Parallel presentations in 3 small groups

Session 4.2.

Parallel presentations in 3 small groups

Session 4.3.

Parallel presentations in 3 small groups

5th day – Friday

Planning collaboration for the future

This day's aim is to establish small groups which can later work as online faculty learning communities. The groups are formed in such a way that all three partner institutions are represented by at least one member.

Session 5.1. – Topics for collaboration

This session aims to collect those issues and problematic points of participants' teaching in which they are willing to work and develop. The participants then form small groups, from 6 to 8 people, based on their interest.

Session 5.2.

During this session, the groups are facilitated by a professional in order to develop both a personal and group action plan for online faculty development. The group members agree on the goals, the format and the context in which they are going to work together as a learning community.

Program closing – program evaluation

The participants who meet all requirements for the Summer School will be awarded a Certificate of Attendance.

Program results

HANDBOOK – with the contribution of invited experts and participants presenting materials from the lectures and from the unconferences

ONLINE FACULTY LEARNING COMMUNITIES – creating and maintaining LFCs for supporting professional development of participants after SS

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Part 2

METHODOLOGICAL TOOLKIT

1. Teaching strategies with the various uses of technology

Gabriella Szilágyi

Introduction

Based on research from recent years, it has become increasingly common for young people to encounter online tools and the Internet. In primary schools, the use of infocommunication technologies is mostly reflected in teaching methodologies, and therefore, young adults entering higher education already have fairly extensive experience in this field.

Nowadays, tendencies show that information technology even has a meaningful role in the territory of learning and teaching. New digital devices, such as smartphones, tablets, computers, and other various applications and programs, are able to reach and create the online learning environments that students need. As teachers, we have the important task of knowing what our students' expectations are and producing the space and tools for an effective learning process.

We collected the most important questions in this field in order to guide teachers in the constantly renewing the world of information technology.

What do we consider to be online learning environments?

Every space where a learning activity takes place can be interpreted as a learning environment: classrooms, libraries, or community spaces. Educational sciences, however, do not only classify physics-like environments in this category: according to the literature, all elements related to learning can be interpreted as learning environments. This includes learners' choice of learning tools, tutors, and associates as they all influence the learning process and its outcome.

In the digital age, learning environments have changed drastically due to the crossover between learning activities and information technology. We cannot use the terminology digital learning spaces for physical classrooms anymore: new tools, systems and programs are made to motivate and help students to learn and encourage teachers to teach professionally. There are several applications available to meet the expectations of students, teachers, universities and learning oriented companies. A significant challenge is finding the most suitable tool to reach the learning aims.

Many of the elements of technological advancement are aimed at supporting adults studying online. These technology elements include the portability of learning as the mobile nature of a personal learning environment can be portable; anytime and anywhere, students can contact both instructors and learners. All of this enables the flexibility of learning to also have a personal touch. Interactive learning is also linked to the development of technology. By making it faster and cheaper to connect people with each other and with learning, collaborative interactions and communication processes are improved.

What is the purpose of using online learning environments instead of traditional ones?

Our everyday lives are closely intertwined with infocommunication technology, especially in the field of education and training. Even the development of technology plays a major role in reinterpreting the concept of learning. The main feature of life-long learning is student-centeredness, which means that the curriculum or the teacher themselves is not the center of the learning process, but rather the adult learner is (HAGER 2011). This thesis is the foundation for modern learning, distance learning, e-learning and online learning, which are each based on developing the digital environment in accordance with a student's needs and goals. When developing online learning, it is important for students to get feedback in order to continue and personalize the learning environment in the spirit of student-centeredness.

But why is it necessary to have student-centered learning? In today's changing world, more adults are required to learn, as they must have up-to-date knowledge, competences and skills in their workplace. By building adult learning on the basis of the learner and their needs, it helps to dispose of any negative learning and rigid school experiences from their early teens. Teachers should handle students as an equal partner, focusing on the students' conscious and individual development. With this new approach, the goal is to bring learning closer to adults, involve them in learning processes and incorporate their own previous experiences into their studies.

As opposed to traditional classroom teaching, students have the ability to work on commonly available collaborative web 2.0 tools, such as various video and video sharing applications, blogs, forums, podcasts, and virtual reality. This includes online storage systems, learning management systems (Moodle), as well as a system of wikis and databases that allow for the creation, storage and sharing of student-generated products. In addition, the process of feedback has also accelerated: prompt instructors and student reactions are needed by students, as established through online practice-based programs.

Co-operation between students and trainers contributes to the realization of student-centered learning, for which Storm outlines a method of learning. Learning materials with visual elements are much more ingrained than if students were to study without them because, for example, students retain only a small fraction of what teachers say (STORM & STORM 2011).

Learning in online environments requires that instructors promote the acquisition of learned knowledge through the multimedia elements used in experience-based learning. Digital spaces are mainly focused on interaction-based tasks and applications where students are not only learners, but also as active users solving problems and tasks related to the themes.

What type of online tools can be used during teaching?

When considering online tools, we may wonder what exactly is meant by an online learning support tool. Predominantly, any infocommunication tool, whether online or offline, is considered to be a learning aid tool that contributes to the success of a student's work. Nowadays, there are many tools to choose from as a student or a tutor, the majority of which are free of charge for anyone.

Devices specifically designed for educational purposes are mainly created for formal institutions and schools (for example MOOC, study systems, etc.), however, informal, mostly random learning is more typical of other tendencies towards more social sites. This is demonstrated by the 2016 research that measured the learning preferences of people participating in higher education worldwide, focusing on different learning support systems. At the end of the research, the following order was generated based on the answers received:

- Google Search
- YouTube
- Twitter
- Facebook
- LinkedIn
- Wordpress

Skype
Wikipedia
Google Drive/Documents
PowerPoint

As it turns out, the most frequently utilized tool in the order was a search-optimized application. Whether it is formal or informal, this application helps to connect learners to information and databases that the Internet and the online environment provide. However, this alone is not capable of filtering out content from a range of information relevant to the particular subject, so it can be said that the use of this tool also requires the pursuit of systematization and awareness.

Youtube, Twitter, Facebook and LinkedIn are all popular social media applications, which are used primarily for community and social relationships. This shows that the learning process has a major role to play in common learning with students. The results also indicate that the location of an effective learning process is more dependent on the presence of companions than whether the digital device can meet learning needs directly related to learning needs such as content sharing, storage capacity, test systems. Considering these features, Google Drive was ranked 9th on the basis of the respondents' answers: it shows they prefer online tools which allow student to debate, social media platforms seem to be used for this. One of the main strengths of social networking sites is the ability to debate and discourse during learning. These professional conversations on learning all contribute to the development of informal knowledge in an informal way.

Wordpress and Wikipedia are a group of learning tools that allow students to share knowledge and develop their own interests. During the learning process, both tools promote content, and also promote community learning.

Choosing an effective learning aid tool depends largely on the needs of the learning group, the learning goal and the potential for using it in the learning tool. As a tutor, you will need to know the benefits and limitations of learning tools, in addition to understanding students' prior experience with the applications. As indicated by the rankings of respondents regarding learning support systems, it is not necessarily a learning management program that can achieve the desired result, but rather the pursuit of directness and common learning that can create a safe learning environment that favors the needs of students.

What is the appreciation of an educator's responsibility?

During the learning process, both students and trainers need to get acquainted with information communication tools: teachers now have to pass on not only the curriculum, but also the usage of digital tools. (HANNOVER RESEARCH COUNCIL 2009) As a result, the roles and responsibilities of educators in the digital environment have changed dramatically. Until recently, the teacher was the base and intermediary of information, but this role has been taken over by the online space and the knowledge sharing which occurs there. However, teachers should help and guide the ways in which learners find the best direction for learning and information appropriate for their purposes.

In the online environment, the scope of activities of the instructor is expanded, including the creation of online learning materials, mentoring and tutorial roles, the ability to manage time and space, and the ability to manage the learning process in a non-linear hypertext environment. Another task of the teacher is to create and maintain a common set of rules in the new environment for students and to moderate and help the student self-management process, which requires the development of lecturer conferences.

Numerous models and learning theories have emerged in online learning over the last decades, focusing on increasing learner performance. Salmon (2013) examined the change in the role of the tutor in developing his five-step model, rather than on the development of student groups. The starting point of the model is that the student's needs, features, strategies and goals are constantly changing and the task of the instructor is to be able to adapt to them.

The first step is to establish basic conditions for students in online communities, such as access and assistance necessary to use the online interface. In addition to technical assistance, the teacher should strive to raise students' interest, motivate them, teach them to work with others, initiate community communication and engage them in the role of active learner. The next part of the model continues to strive for the integration of students: instructors must try to increase the efficiency of socialization processes in the virtual space and in the online community. In addition to encouraging students to develop social relationships, students can develop their own identity and can also learn about the role that they can take within the group. Salmon draws attention to the fact that, if any problems arise, the solution should not be limited to personal encounters.

The main objective of the third step is to process the concrete curriculum and for the instructor to use the methodological knowledge required for this: teachers should use the elements of their teaching toolkit that promote student co-operation, the efficiency of group work, and goal-oriented search of information in online spaces to filter the necessary information. The responsibility of the instructor is greatly increased as they have to con-

stantly monitor the work of the students during the learning process in order to support and reflect on the students' achievements and development personally. The fourth step is based on knowledge building: the tutor remains in the background, as an e-motivator helps to create new content, links and key points, and encourages a critical and holistic way of thinking amongst students. The last element of the model is the pursuit of self-improvement beyond community work, which assists the system and the elements of learning to be utilized for students to achieve new individual goals.

How do online learning environments affect learners and learning processes?

In addition to the changed student roles, the literature also focuses on the functions of student groups. Pupils learning online and in other learning communities strive to put together their own knowledge, thereby creating new knowledge, responses and solutions to help with the goal of knowledge management. In 2000, the *Memorandum on Lifelong Learning* also underlined the importance of learning processes in the community in order to maintain lifelong learning. Learning communities can be construed as constructive elements that enable knowledge to be understood within a broader conceptual framework.

Common learning not only creates common knowledge, but students' problem-solving skills are also able to evolve; belonging to the community strengthens self-esteem and positive feelings. The common work of students gives a sense of security to students, and they may feel that they are not alone with their problems.

Wenger has identified the four main components that comprise the basis of learning activities in the study of learning communities. The first element is the knowledge that can be obtained through learning or work. The second part of the model is the meaning that Wenger combines with the ability of an adult student to associate a meaning that is adapted to the particular situation based on prior experience. The next major element is the community, which refers to the medium in which the meaningful part of learning is realized, helping pupils to feel a sense of belonging. Finally, the last element is the identity that determines what changes the members of the community have undergone during the learning process and what qualities will become enriched individually after acquiring knowledge (WENGER 2009).

What can we do as teachers to help the learning process of students?

When we change the concept of technology and learning know-how, we also face new challenges for trainers: although the teacher is the only source of knowledge, the responsibility of the tutors is greater than it was before. Students now need a mentor, tutor and coach rather than a person who mediates information and directing the learning process.

In these adult education training forms, a new, specific methodology must be developed that should always be tailored to the individual's development, problems and interests. It is a primary task to help the students to make up for the loss of the learning factors. On-line tools provide learning environments that assist not only students but also trainers: a number of aids are made for instructors, and the programs and applications that can be used in education also allow the instructor to use the curriculum and the learning area to his own listeners. The importance of changing the role of teaching staff is also reflected in the number of training and workshops related to a number of mentorship issues and the development of a methodology required for this. Instructors less experienced with online tools can develop their own techniques.

Keeping up-to-date knowledge regarding digital assets should be a basic skill in teaching about the role of a mentor, and by deliberately choosing tools, it should help students understand the learning goals and seek further learning activities.

Reflection is not only important for learners' learning – as a trainer, we have to tell ourselves how to use one method and how successful it is to use it. Experiences contributes to the development of teaching skills that promote open thinking and the development of a definite and confident teacher profile.

Further readings on the topic – useful resources

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2. Self-regulated learning in the classroom

Zsuzsa Kovács & Anikó Üröginé Ács

Introduction

Studies in higher education are typically characterized by complex and simultaneous achievement tasks, great autonomy with respect to learning organization, learning goals, procedures and materials, as well as limited opportunities for external feedback. Therefore, higher education requires students to self-regulate their own learning. Facing these demands, many researchers consider knowledge and skills in self-regulated learning (SRL) essential for success in academic studies (BOEKAERTS 1997; CASSIDY 2011). At the same time, advanced self-regulated learning competencies have become a fundamental requirement for individuals with regard to maintaining the capacity for employment and lifelong learning as well.

What is self-regulated learning?

The literature on self-regulated learning informs us that a deep and independent learning process requires different cognitive, affective and even physical activities. It necessitates, first of all, that learning goals be set for a class period, assignment or study period. The learner must plan how to accomplish the task effectively, primarily by using different learning strategies: active listening, taking notes, outlining, self-quizzing, reviewing or summary writing. These strategies can vary depending on material, course delivery and evaluation forms as well. While executing the plan, the learner must direct and control her focus and behaviour to stay on task, while also giving herself short breaks for revitalizing her mind. She must also observe and monitor her mind and actions in order to assure that the learning process is progressing towards the realization of goals and that she is overcoming procrastination, distraction or discouragement. She has to maintain her motivation and also be aware of how well she is understanding and absorbing the material. At the end, she

has to reflect on her learning experience, to evaluate the successfulness of the performed activities in order to store and use the favourable strategies in the next learning cycle as well.

The success of SRL is determined by other elements as well, such as the students' knowledge about themselves, the subject area, the task specificities, the strategies for learning and the context in which they are apply the learning. Another aspect that is as important as those previously mentioned is the motivation to learn, in which students value learning, are intrinsically motivated and in which learning is self-determined. Volition is the third important aspect of SRL, where students are able to cope with distractions (WOOLFOLK 2004).

Shortly, "self-regulation is generally defined as the ability to actively monitor and regulate one's learning via the use of a variety of cognitive, metacognitive, and behavioural strategies, including exerting effort, managing resources, organising and processing information, and self-testing" (Boekaerts 1997; BOEKAERTS & CORNO 2005).

Over the past three decades, extensive research has focused on SRL, resulting in a rich description of the processes, their results and preconditions of learning self-regulation. Two main groups can be formed along the definitions: those who approach SRL as a process, and others who interpret SRL as the system of different psychological components.



Figure 2. The process of self-regulated learning (ZIMMERMAN 2002)

In order to illustrate the process approach, the Zimmerman (2002) model is utilized, which describes the process of learning in three cyclical stages (Figure 1). The **forethought** phase starts with task analysis, which includes goal setting and strategic planning. The **performance (or volitional control)** phase materializes in self-control and self-observation. While the self-control covers self-instruction, attention focusing and the application of different task strategies, self-observation includes the process of self-recording and self-experimenting (testing alternatives to see what works best). The last phase of **self-reflection**, on one hand, focuses on self-evaluation of the apparent performance against a given standard (prior performance, another person's performance or some absolute standard) and

the causal attribution of results (that which can be attributed to success and failure: inside attributes or contextual factors). On the other hand, reflections result in various degrees of self-satisfaction, which can enhance or undermine further motivation.

The process models, which focus on the coordination and regulation of learning processes, are complemented by component models, which aim to identify those types of strategies that are involved in SRL. To illustrate the component approach, we will use the three-layered conceptual model of SRL (*Figure 2*), which was created by Boekaerts (1997). The inner layer represents the regulation of cognitive strategies and is built up by those cognitive learning strategies that help students to attend to, select, elaborate and organize information in a way that enables deep-level understanding (BOEKAERTS 1999). The second layer represents the use of metacognitive knowledge and skills to direct learning. Metacognitive or regulation strategies include three general types of strategies: planning, monitoring and regulating. The third layer is concerned with the regulation of the self and motivation, or the so-called motivation control system. Information about the self-perception of learners and motivational beliefs is understood as an essential element of understanding self-regulation. The motivation control system is strongly influenced by motivational beliefs, which include self-efficacy beliefs (how the learner perceives their capabilities to do the academic task), task values beliefs (beliefs about the importance of, interest in and value of the task) and goal orientation (whether the focus is on mastery and learning the task, grades or extrinsic reasons for doing the task or social comparison with others).

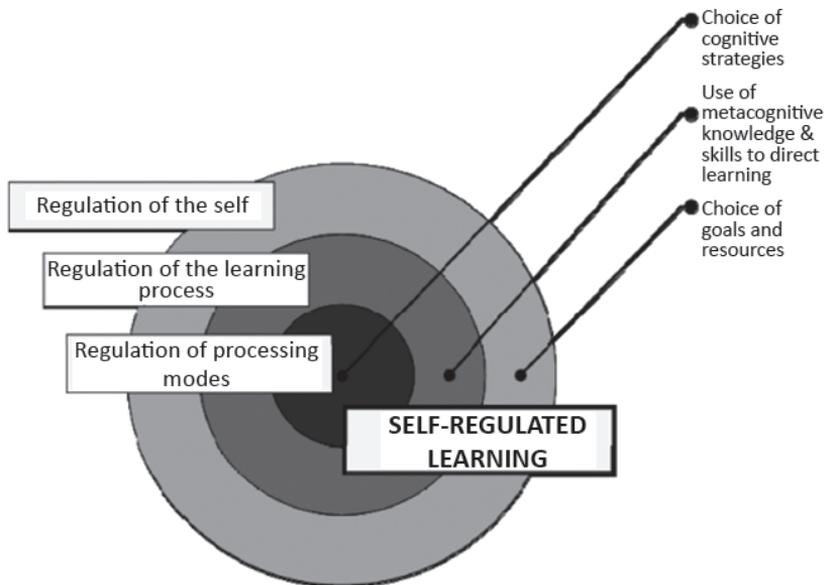


Figure 3. The three-layered model of self-regulated learning (BOEKAERTS 1999)

For a more profound understanding of self-regulated learning, the SRL competencies must be mentioned as well (DRESEL et al. 2015), which can be emphasised as a learner's knowledge about SRL strategies regarding the task and the self (BOEKAERTS 1997) and includes at least three types of knowledge:

- Declarative knowledge: identifying different strategies;
- Procedural knowledge: high-quality application of strategies;
- Conditional knowledge: the adjustment of strategies to different situations, demands and task.

Supporting student's SRL in the classroom

Why should we support the development of self-regulated learning in our courses? Based on overwhelming evidence, research supports the notion that learners who are more self-regulated are more effective learners: they are more persistent, resourceful, confident and higher achievers (PINTRICH 1995; ZIMMERMAN & SCHUNK 2001). Also, the more learning becomes self-regulated, the more students assume control over their learning and the less dependent they are on external teacher support when they engage in regulatory activities (ZIMMERMAN & SCHUNK 2004). Fostering self-regulated learning has proved to have an influence on accurate self-evaluation, which can lead to positive motivational beliefs toward the self, task and learning situation.

Pintrich (1995) postulates some basic assumptions that could become starting points for discussing different models of supporting SRL:

- Students can learn to be self-regulated learners. SRL is a way of approaching academic tasks and can be learned or developed through experience. There could be a difference among students regarding self-regulation, but research supports the idea that all students can learn how to self-regulate.
- Self-regulated learning is controllable: students can control their behaviour, motivation, affect and cognition in order to improve their academic achievement.
- Self-regulated learning is more appropriate for higher-education context as students have to deal with more freedom and flexibility in their learning as compared to K-12 students.
- Self-regulated learning is teachable – teachers can help and support students to become better self-regulated learners.

In this chapter two approaches of self-regulated learning development will be introduced: the first is an integration into different courses alongside disciplinary goals the second is a course that focuses specifically on learning development. At the same time, it must

be acknowledged that SRL, being a complex psychological construct, demands a more holistic view of development that includes not only instruction, but coaching and the introduction of an SRL-stimulating environment (DE BRUIJN-SMOLDERS et al. 2016) as well. The following strategies and techniques consider the development of self-regulation best achieved by structuring learning environments in ways that make learning processes explicit, through meta-cognitive training, self-monitoring and by providing opportunities to practise self-regulation (SCHUNK & ZIMMERMAN 1994; PINTRICH 1995).

Integrating self-regulated learning in course design

Effective scaffolding can increase a student’s independence in performing a task or learning a new concept through the gradual transfer of responsibility. The model developed by Fischer and Frey (2014) (*Figure 4*) suggests that the responsibility of performing a task should shift slowly and purposefully from the teacher-as-model towards situations where the student assumes all of the responsibility. Guided instruction has its foundation on the principles of scaffolding, which is a metaphor of describing temporary cognitive, motivational and emotional support in learning while helping students to develop autonomy. The teacher, in the form of questions, cues and prompts, offers support to the learner in order for them to gain a skill or concept that he or she cannot do or understand independently.

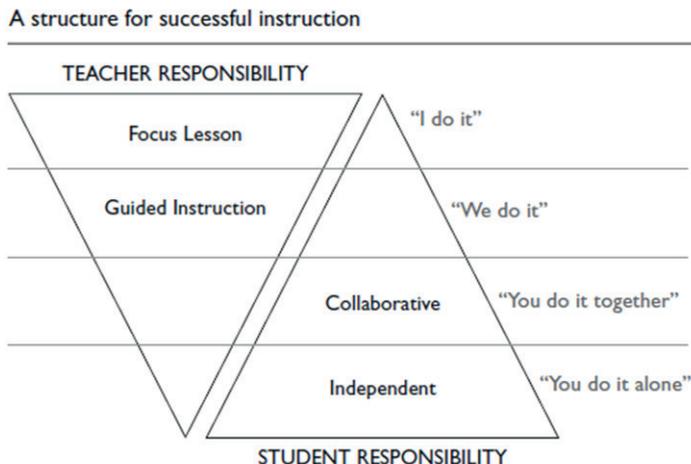


Figure 4. The model of gradual transfer of responsibility (FISCHER & FRY 2014)

Students encounter a great level of independence at the beginning of their studies, which often leads to anxiety and uncertainty as they approach the exam period. Every student independently prepares his or her own learning plan by matching resources with expected outcomes. Effectively executing the learning assignments and reaching the learning goals generates problems for even the most successful students, and that is why they demand guidance and support from the teacher during course activities.

In designing the course activities, the teacher should integrate models of the regulation process of planning, monitoring and evaluating those tasks that support learning development:

- identify and plan the behaviours that are necessary to do well in the course;
- assess their progress toward these goals on a regular basis;
- summarize and retain the main points from readings and videos;
- observe and evaluate their own thinking, affective responses and actions;
- solve problems and perform tasks that they could not complete in their first assessment.

Instructional scaffolding also imply those interactions that help making explicit the teacher's intention and methods to develop self-regulatory skills through explaining the students what the concept is and how the related activities and assignments will develop their learning skills and improve their performance.

Instructional scaffolding also requires discussions that make explicit the teacher's intentions for developing these self-regulatory skills: such as explaining the students what the SRL concept is and how the activities and assignments will develop their learning skills and improve their performance.

Wrappers (LOWETT 2008) are those activities and assignments that direct students' attention towards their learning and self-regulation before, during or after different course components.

As the name describes, such activities wrap around assigned readings, videos, lectures, course assignments, quizzes, exams and other activities completed during the course. They can strengthen students' consciousness of their own learning process (NILSON 2013) in different ways:

- what they are and are not understanding;
- how they are or are not learning;
- what they perceive to be important;
- how they are coping and proceeding with an assignment;
- how they are responding to a learning experience;
- how well they are executing and realizing their plans and goals;
- what value they are obtaining from a learning task;

- how they are progressing on a given skill;
- how much they are overestimating their knowledge and skills;
- how effectively they are preparing for quizzes and exams.

The courses that students consider difficult generally function with a surface approach that uses mechanistic learning techniques and does not spend time implementing new strategies. In contrast, learning activities which are project-based or require group-work, force students to consciously monitor and evaluate their learning processes, thereby resulting in a deep learning approach. During higher education studies, students often share with each other their learning experiences related to a course or topic, hence this kind of knowledge sharing can easily be integrated within the formal course activities as well. Sometimes students who are influenced by each other develop ineffective learning habits that should be revealed and reflected upon purposefully.

Providing appropriate feedback to students' learning activities can be another powerful tool in developing learning self-knowledge and, in this way, also arousing learning consciousness.

Nicol and Macfarlane-Dick identified seven principles of good feedback, stating that appropriate feedback practices can strengthen students' capacity to self-regulate their own performance. (NICOL & MACFARLANE-DICK 2006). A good feedback practice:

- helps clarify what good performance is (goals, criteria, expected standards);
- facilitates the development of self-assessment (reflection) in learning;
- delivers high quality information to students about their learning;
- encourages teacher and peer dialogue around learning;
- encourages positive motivational beliefs and self-esteem;
- provides opportunities to close the gap between current and desired performance;
- provides information to teachers that can be used to help shape teaching.

Whole course approach of supporting SRL of students

The Learning to learn course can be integrated at the beginning of a study programme as it offers a great opportunity for students to reflect on their learning processes, to discover strengths and weaknesses and to create their own strategies, which can help them throughout their academic studies. At the beginning of higher education studies, students usually encounter new challenges in learning and have to overcome the learning routines of secondary schools and develop new strategies that are more efficient within their new situation. Research also shows that new learning skills and strategies don't appear automatically as

new learning tasks arise and, therefore, students need support in developing SRL. For instance, Heikkilä and their colleagues (2012) identified different cognitive-motivational profiles among first year teacher students at a major Finnish university and non-regulating students, who expressed the highest levels of stress, exhaustion, and lack of interest formed the largest group from the sample (50%).

During a course, students have the opportunity to create their learning diagnosis, to analyse previous learning pathways and to develop their learning processes in order to become more self-regulated in their learning. For academic success, it is crucial to holistically develop students' view of learning instead of merely analysing different parts of it.

The course objectives focus on learning development in different ways:

- supports the improvement of students' self-knowledge regarding learning;
- encourages students to experiment with new techniques and strategies.

Course activities offer students the opportunity to work in groups and solve problems collaboratively in order to accomplish the main assignment of the course: to do a learning diagnosis and design a development plan focusing on lifelong learning skills.

During class activities, students deal with various topics connected to learning: characteristics of adult learning, learning self-knowledge, learning style, motivation and emotion, attention and memory, basic learning techniques and complex strategies, time management, learning context, communication skills. The course methodology builds upon interactive teaching and learning methods with various individual and group activities. The students have to solve different tasks strongly related to the course topics, which take a variety of forms: paper format or online quizzes, group presentations, and situational exercises. Students are encouraged to share with their colleagues experiences gathered during self-experimentation of the learning techniques which they consider highly valuable for their learning development. The teacher also stresses the importance of identification or recognition of the well-functioning elements of learning instead of developing a totally new strategy.

The course, with its special design, works as a “meta-learning” activity where the teacher offers a model for individual learning as well. Every class starts with setting up the goals, identifying previous knowledge and resources for learning. In the second step, the learning process appears with presenting new materials and elaborating on it with different methods. The class then ends with reflection on the experiences and an evaluation of the effectiveness of the process.

The self-reflections of students revealed several difficulties in learning development that were hard to accomplish:

- identification of personal learning style and finding the appropriate learning strategy;
- monitoring consciously the learning process;

- time management in individual learning processes;
- harmonizing the different course expectations with the adequate learning methodology in a time saving manner.

During course design, the teacher has to deal with considerable differences between learning characteristics of students in full-time and correspondence training. Students in correspondence training start their studies with very concrete and well defined learning goals which are determined by life and work experience, while students in full-time training have a greater and more detailed knowledge about their learning processes. Correspondence students show more resistance toward experimenting and integrating new learning strategies even though they invest more energy in changing their learning habits. Based on the course experience, the new generation of students come to university with a relatively detailed self-knowledge regarding learning and they only require support at the beginning to adjust their learning efforts to the different course expectations. As they can develop in self-regulation of learning, they gradually understand and become skilled in coordinating efficiently their learning processes. At the end of the course, students became more conscious about their control and regulation practices and, very often, they begin to perceive learning tasks as projects that need to be accomplished together with peers in a meaningful way.

Some further issues to consider:

- not all students are equally predisposed to self-regulate, but aspects of self-regulation improve as a result of effective teaching and learning practices;
- self-regulated learning involves new role for teachers which focuses on process-oriented teaching accentuating more the learning processes instead of the factual knowledge;
- self-regulated learning improves with practice accordingly those learning environments support SRL, which offers active and reflective involvement in learning tasks;
- any interventions to promote self-regulated learning are likely to be long-term and need departmental or institutional collaboration among teachers. Incorporating an entire program with SRL outcomes in all of their courses has a major impact than of some isolated efforts of faculty members.

Further readings on the topic – useful resources

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3. From asking to learning in the context of flipped teaching in higher education

Agnieszka Cieszyńska

Introduction

This is nothing new that a meeting with students is preceded by a task consisting in their individual work with a course book or other sources of information. When learners come to classes prepared, it is easier to work with them on aspects which are not emphasized enough in course books, to conduct an experiment or to do the most difficult exercises. Such an organization of work is not only time-efficient, but it also supports the active participation of learners in the process of building knowledge, which thus becomes more permanent, holistic and useful. This algorithm should be developed to the extent that students are involved in individual work as much as possible and become really interested in their subject area. It is important as the cognitive curiosity is a great catalyst of the engagement in learning process and learning itself. The aim of this chapter is to present the proposal of the class design based on the advanced learning strategy.

Theoretical background

Education is an important element of social progress, so its course and effects have always been the subject of observation and debate. Questions concerning its goals, course and effects constantly appear both in teaching literature and in daily press. When discussing the point of education from the global perspective, it is stressed that what is taught at schools of different levels should prepare learners for future tasks which they will have to face after graduation. If we begin our work with students from the reflection on the final results of this process, we will be able to select the content and methods of work in the way

that will increase our chances of accomplishing educational goals. It happens that teachers, having a sense of great responsibility for “passing knowledge,” tend to monopolize communication in the classroom (BARNES 1988). However, what is one of the most important concepts that should determine teachers’ job is the conviction that knowledge cannot be passed. Knowledge is a personal quality built in the process of individual experiences – knowledge defined in this way is a category of the mind. The constructivist theory of building knowledge excludes the legitimacy of transmission teaching, based on the wrong assumption that learners register educational contents in the passive way. A school is not a factory. Everything we learn, we learn in the light of our previous experience. We learn in the context of our previous knowledge – it is this knowledge that will influence our perception of new information – what we will find to be useful and how we will interpret it. What we already know adds meaning to what we learn (BRUNER 1978). Cognition is an active process and it requires learners’ involvement. When facing a cognitive conflict, we refer the new incoming information to the knowledge we already possess. Piaget described a schema as a structure which facilitates the process of individual cognition through the assimilation of information consistent with the knowledge we have already obtained or through the accommodation of schemes under the influence of information going beyond previous experience (PIAGET 1981). Underlying the process of learning is the cognitive conflict, because learners feel a kind of anxiety resulting from the fact that their knowledge appears to be incomplete or even insufficient in a given situation. Thus, learners must experience situations which will put them in a difficult cognitive position and it is the act of overcoming these difficulties that is tantamount to learning. However, Wygotski emphasizes that “scientific knowledge – for example, mathematics or natural sciences – cannot be adequately passed and presented in any other way than by logical verbal thinking” (WYGOTSKI 2002: 236). In the learning process, we go beyond the sphere of what we already know to enter new areas, which become broader with the increasing support of the people who accompany us in this process. Thus, there are two categories of notions: spontaneous ones, built through personal experience, and non-spontaneous ones, adopted from the social environment (WYGOTSKI 1971). If, in the course of teaching, the discussed scientific notions are not related to the spontaneous concepts which already exist in learners’ minds, the remembered definitions become empty categories (WYGOTSKI 1971). Such knowledge is ostensible. It thus seems that teaching becomes effective when learners combine the new information, which flows to them through a number of channels, with the knowledge they already possess. This process requires a high level of involvement, for example, when solving a problem situation, and is the more effective, the broader the field for the social negotiation of the new knowledge is.

According to the constructivist paradigm, building knowledge is an active process, which requires a lot of effort and commitment, as well as a high level of motivation, which involves the whole process of activity, from the initiation of work to its completion. If this is accompanied by a reflection concerning the process itself and one’s participation in it, learning becomes a skill that is permanently developed and improved. From this perspective, the role of the teacher changes from a person who delivers the content to the one that organizes the learning process. In flipped teaching, the educational process is organized in a way that helps learners to build knowledge, from the moment they are given an attractive and cognitively interesting task to solve to the moment they compare the results of their work with other students’ results and with the teacher’s knowledge. The advanced learning strategy is a proposal of the class design which meets constructivists’ demands: it supports concept building through experience, assumes cooperation in problem solving, and indicates the need for social negotiation. Moreover, modern teaching involves the use of a variety of educational media and information technology tools. The Internet has become one of the teacher’s basic tools – we have access to interactive applications, videos to illustrate contents, contact platforms, space for cooperation, and many others. These resources appear to be very useful in flipped teaching, the scope of which will depend on the subject that is taught and on the level of education. Therefore, there is a wider range of activities that a learner undertakes before coming to classes, including the academic ones.

The course of the process

Figure 5 shows different approaches to teaching, from the traditional one, through a simple version of flipped teaching, to a more complex model. Classroom activity is marked with the classroom symbol, while the house symbol represents what a learner does outside school. The white circle with arrows indicates the complexity of a task that a learner solves.

In the traditional model, the role of the academic teacher is to provide all students attending university classes with all necessary information, to practise all new skills together, and to assign homework that will

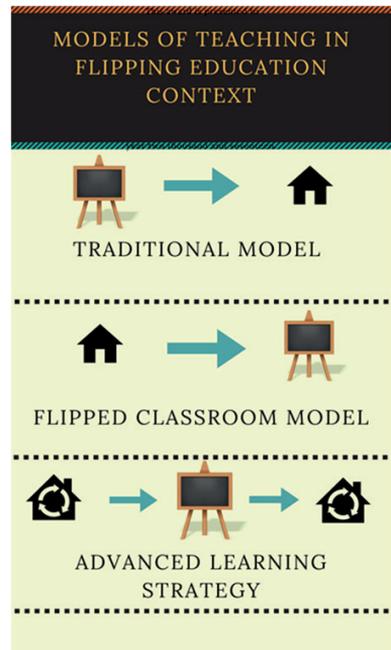


Figure 5. Comparing different approaches to teaching (Source: author’s own work with the use of canva.com)

consolidate their knowledge, so that the learning results can be checked at a progress test or final exam. Teachers who organize their own and their students' work sometimes complain about too much contents in relation to the number of teaching hours, thus they do not have enough classroom time to do something more, do it better and in a more interesting way. After all, apart from providing new material, during a lesson they have to check whether students have completed all tasks consolidating the content from the previous class. It should be noted that this model proved to be useful in the times when only those privileged had access to information, while the role of the teacher was to connect the world of scientists with the rest of society.

In the era of advanced technologies, the teacher is no longer the main source of information, and has become the coordinator, who helps students exist in the world of facts by arranging and verifying them. One cannot underestimate the teaching potential of the Internet as a platform for exchanging information and a rich base of tools for work, also at the university level. Every teacher, having access to Khanacademy, TED talks, YouTube channels, and many others, has more chances of getting students interested in the subject, broaden its scope and go beyond the university syllabus and course books. Students gain the opportunity to work in the time convenient to them, repeating the task as many times as they deem necessary.

In the flipped classroom model, in its simplest form, the teacher asks learners to read a text or watch a movie before a class. Having completed this task, students come to classes equipped with the basic knowledge of the subject. In this way, teachers do not have to introduce all the content in a lesson, gaining time to talk about it, design experiments, analyse case studies, and use this content in practice. This is also useful for those students who cannot participate in classes for various reasons. Such a model is nothing new, especially in laboratories, where knowledge is necessary to perform tasks. What is characteristic of this approach is the fact that students read course books. Apart from discussing new material, flipped classroom may also involve other aspects, such as: solving problems, research activity, philosophical discussions, and the evaluation of one's own commitment and quality. Such a scope of activity was described in the methodology of the advanced learning strategy (DYLAK 2013). How can it be implemented in university classes? The strategy consists of four stages:

(1) Activation – in the first class with students (or on a learning platform, such as Moodle, if this is possible), we inform them about the way our subject is designed. There are three main options of organizing material and tasks.

Model A: each class will be based on students' work, which prepares them for understanding the subject – with such an approach, it is worth providing the list of topics to be discussed and presenting tasks to be performed for each lesson. In this approach, we should ensure that the tasks are interesting and not too time-consuming.

Model B: if we decide that preparatory tasks before each class would be too heavy a burden for our students, we may present to them all topics to be discussed during the semester and let everyone choose the one that he or she would like to explore – we should make sure that all topics will be selected. In this approach, a task may, or even should require greater involvement. A student should become an expert in the field of his or her choice.

Model C: each student completes a short task for all classes, but, at the same time, they are all assigned a topic for an in-depth study.

The models can be considered in terms of individual or group work. To sum up, the aim of the activation stage is to initiate thinking about the topics we are going to work with and assign tasks that students will perform in the next phase – the processing stage.

(2) **Processing** is the time before the actual class during which students work on the tasks assigned to them. They may have different levels of difficulty. The simplest tasks may involve reading a text and, on the basis of it, preparing a mind map or a small lexicon of concepts on the basis. Other simple tasks include watching a video or an animation, and, for example, using them as the basis for preparing an infographic. The more complex ones would involve problem aspects. For example, if we deal with loans, it would be an interesting thing to do to draw up and conduct a short social survey. Preparing the survey itself, students feel obliged to understand the field they are concerned with. Contrary to appearances, it is not easy to ask survey questions. Students may thus be helped with a related study, which can be easily found in the Internet. They may also carry out experiments, observe long-term phenomena (e.g. prepare graphs illustrating changes in exchange rates on Mondays and Fridays). What might be an interesting task is a visit to a place of interest and preparing a report from the trip. Students may visit a shop and analyze the goods on sale. They may also interview experts. A task assigned to learners should be interesting and absorbing to them and its results should not be obvious. The above examples are quite general, but they may serve as the basis for generating ideas for the classes one teaches. Students send the results of their work to a common web platform, and if this is not possible or necessary, they present it to the whole group during classes.

(3) **Systematization** refers to actual lessons in the classroom. After getting to know the subject, students may express their doubts and share their thoughts. This cognitive anxiety is by all means advisable, because the accompanying emotional excitement improves work efficiency and makes knowledge more permanent. Students who do not realize what they do not know are not ready to progress in the process of learning. Therefore, in actual classes, referring to the tasks that students have completed, the teacher organizes and systematizes a new portion of material. Learners should be given homework consisting in gathering the most important conclusions or thoughts. This might have the form of a mini-poster in the electronic version, or a concept map.

(4) **Evaluation**, the last stage, is often ignored by teachers, although it is extremely important. It may concern three areas. First, it is worth finding out how class participants

view the methodology itself: what they liked and what they found irrelevant. Perhaps they have some ideas of how the classes might be improved in the next teaching cycle. Second, at each stage of their professional career, teachers should be interested in getting feedback concerning their work. Do they formulate instructions clearly? Are they considered to be polite? Are they respected or are they not demanding enough? Third, students should be encouraged to self-reflect, to think on what they participated in. Did they do their best? What did they like the most and what did they find the most difficult? What do they still need to work on? Evaluation may be conducted after each class or after a cycle has ended.

The strengths and difficulties of adaptation

Teaching is not the implementation of ready ideas, especially at the university level. It requires strong methodological foundations, which should be supported by actual teaching. The teacher is nothing more than the director of what will be done in classes. He or she usually has a script and distributes roles, but the actors he or she cooperates with contribute a lot as well. Their potential is often surprising as are sidestepping strategies they may resort to. Each action is riddled with the risk of failure, but it also carries hints which help to improve the process. It seems that the work based on flipped teaching, particularly in the form of the most complex advanced learning strategy, makes learners more involved. The tasks assigned to them, as interesting as they may be, are often time-consuming, too. Hence, in the activation stage, it is necessary to talk to students about the way we are going to work in. We are more willing to perform logically explained activities than waste time doing things we see as pointless. The teacher should also honestly calculate the potential workload. In the syllabus, we usually establish the number of class hours and the number of hours students spend working on their own. The more transparent the syllabus is, the clearer the instructions for students are. It seems that what is the most difficult element of the implementation of flipped teaching is the preparation of the processing stage that will be attractive to learners. When choosing tasks, we must make sure that they will not be too easy, but, at the same time, they should not go beyond students' capabilities. First of all, they must be interesting. If we organize work in groups, we should encourage students to produce thorough reports on who did what.

Such teaching efforts are worth taking. Students should become subjects in the process of building knowledge as this prepares them for the future educational and professional road. Success reinforces their faith in their own talents, while the ability to perform tasks and report on their results helps to develop self-education habits. The worst option would be to invite students to the classroom to sit and listen to what we have to say. Flipped teaching, moving from problem questions and involving tasks to new knowledge shifts

the focus of the responsibility for education from the teacher to the learner. It is of utmost importance in terms of quality.

Further readings on the topic – useful resources

An Advanced Learning Strategy is not the same as flipped classroom model. ALS uses a more detailed description of what further cognitive activities should pass the learners. But you can find many similarities. Because it is difficult to find English-language studies on the ALS, we suggest to learn more about the possibilities of flipped classroom. Below we present the list of the books and papers that we referred to in preparing the text on the flipped classroom model. For an in-depth study on the topic, it is worth searching through the Internet resources. We recommend the following website: <https://www.slu.edu/ctl/resources/teaching-tips-and-resources/flipped-classroom-resources>, which systematizes issues related to flipped teaching at the academic level. It also includes a number of interesting references to studies carried out in this area. Teacher' blogs and community site profiles can also be inspiring. Their authors often present their ideas for flipped teaching.

- ABDULRAHMAN, Al-Zahrani M. (2015): From passive to active: The impact of the flipped classroom through social learning platforms on higher education students' creative thinking. *British Journal of Educational Technology* 46(6). 1133–1148.
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- THAI, Ngoc T. T., DE WEVER, Bram & VALCKE, Martin (2017): The impact of a flipped classroom design on learning performance in higher education: Looking for the best “blend” of lectures and guiding questions with feedback. *Computers & Education* 107. 113–126.

The operational mechanism of flipped teaching is quite clear and constant; only the content of classes changes. Every day we can find inspirations for tasks for students on special websites. For example, the constantly growing resources of Khan Academy, <https://www.khanacademy.org/>, include a great number of tasks in different languages. YouTube offers a lot of thematic channels. Educational websites are constantly developing and their capital should be appreciated. Another concept worth considering is the idea that it is our students, who, being experts in their field, should create and upload materials that could help others to build knowledge. After all, it is not a new thought that teaching others is the best way to learn. Such a task is perfectly suited to the processing stage.

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- DYLAŁ, Stanisław (ed.) (2013): *Strategia kształcenia wyprzedzającego* [Advanced Learning Strategy]. OFEK, Poznań.
- PIAGET, Jean (1981): *Równoważenie struktur poznawczych. Centralny problem rozwoju* [The Equilibration of Cognitive Structures: The Central Problem of Intellectual Development]. PWN, Warsaw.
- WYGOTSKI, Lew S. (1971): *Wybrane prace psychologiczne. Badanie rozwoju pojęć w wieku szkolnym* [Selected Psychological Works. The Study of Concept Development in the School Age]. PWN, Warsaw.
- WYGOTSKI, Lew S. (2002): *Wybrane prace psychologiczne II. Rozwój myślenia i tworzenia pojęć w okresie dorastania*. Zysk i S-ka, Poznań.

4. Academic tutoring as Quality Teaching: how to empower students on their way to self-actualization and development?

Beata Karpińska-Musiał

Introduction

Discussion over Higher Education (HE) in Europe in recent years has concerned various issues: from political and economic considerations regarding financing and quality assurance to the ideological and methodological policies inside the institutions. The following chapter shall focus on one example of methodological approaches to teaching and learning in academia framed by a highly humanistic understanding of education: the *academic tutorial*. Historical background, theoretical assumptions, function and methodology of academic one-to-one tuition shall be outlined and a few authentic examples of its implementation in Polish universities quoted. Personalized teaching and learning are viewed by the author as one of the best methodological approaches in the times of a constant need to choose from the repertoire of personal and professional opportunities facing both teachers and students. Academic tutoring also meets the requirements of a *Quality Teaching Model*, which consist of, according to framework based on the *Australian Government Quality Teacher Programme* model of pedagogy, such components as providing stimulating environment for learning, showing significance and providing intellectual quality (YEIGH 2008).¹⁷

Although the issue of the quality teaching has already been discussed widely in the world (e.g. AUSUBEL 1977; BRUNER 1990; PHILLIPS 2000; RAMSEY 2000; VINSON 2002; YEIGH 2008), it is the author's intention to highlight a sort of "different functionality" of tutoring compared to a criticized neoliberal paradigm of knowledge commodification and preparing graduates for the labor market. Tutoring shall also be presented as a highly re-

¹⁷ The presented chapter is the edited and compiled version of a part of an article published in KARPIŃSKA-MUSIAŁ, Beata (2018): Academic tutoring as a space for building resilience in students: from structure to personal empowerment, *Історико-педагогічні Студії* (11–12). 20–33.

commended formula of education on a tertiary level, especially attractive for doctoral students. It becomes a newly defined space for them to study and to gain inspiration for their own future teaching careers. Last but not least, next to strengths and multiple advantages of tutoring also the difficulties and weaknesses shall be presented. They occur with regard to systemic implementation and costs of this type of instruction.

Theoretical background of the method – main concepts and elements

It needs to be mentioned from the very start that tutoring should not be treated solely as another *method of teaching*. As Jendza (2016) claims, a concept of a *method* in educational research area is still dominantly defined as a functional term used to describe all the technical actions undertaken to meet teaching and learning objectives. Using a *method* initiates thinking about aims and procedures, and concentrates on the effectiveness and concrete outcomes, which means that it makes a learning and teaching process functional and framed into a predictable course that leads to particular results. Tutoring should rather be called *an approach to education*, as it goes much beyond the instrumental repertoire of *methodos*. It can be compared to a journey along some road, during which the journeymen do not expect any clearly defined outcomes to be met at its end. They simply cannot be named from the start, as the tutorial process involves changes of topics, fluctuations, personal explorations and decisions that lead to modifications in tutee's skills and knowledge. What matters more is the authentic engagement of tutor and tutee with their all complex potentials, difficulties, choices, preferences and intellectual, as well as emotional capacities. If one views tutorials as individual, *personalized meetings*, one needs to be aware of the complex nature of this type of relationship in education. There are several paradigms and concepts grounded in modern humanities and social sciences which provide a historical and theoretical frame for personalized education. Let me quote just a few.

Tutoring was institutionally born in Oxbridge, at the British universities in Oxford and Cambridge in the 18th century. Before it entered the university as a formula of teaching, individual instruction had been offered to the offspring of upper class families in Europe by students or tutors who devoted their full time job to teaching the young basics of liberal arts. In fact, tutoring goes back to the ancient Greece, where Socrates tutored his individual students by asking them rhetorical questions and giving rise to a famous "Socratic method". Education used to be highly exclusive then and tutoring seems to have inherited this Hellenic trace of elitism up to the present times.

Thus, one of the paradigms which locate tutoring in more recent history of theoretical frames for education is the 20th century *personalism*. Personalism as philosophical current

goes back to E. Mounier, R. Ingarden, R. Guardini, K. Jaspers, M. Buber and many other all over Europe. It was represented by thinkers from different countries and had numerous “faces”: from phenomenological to anthropological, social, metaphysical, historical and theological ones (NOWAK 2008). Personalism paid attention to the existential as well spiritual nature of a human being who, in order to live a meaningful life, needs to be perceived and perceive himself both as a unique, autonomous person and as a social being who needs to be in touch with the Other to develop. This leads to a pedagogical implication that the major goal of education is to “educate” in the sense of providing conditions for a subject to construe their exceptional personality through the constant “interception of other values” thanks to meeting the Other. In a tutorial, a teacher and a student indulge in a very dialogic, open, respectful but also difference-aware relationship while discussing the subject matter and their similar (or contrasting) opinions.

Personalized tuition alludes to two other theories based in *humanistic psychology: a supportive relationship* described by Carl Rogers and *positive psychology* researched by Martin Seligman. Tutorials should be run in the aura of trust, understanding and support. From the methodological point of view, comfort and emotional safety are listed as crucial factors for the effectiveness of any learning. Krashen (1985) in the theory of *Affective Filter Hypothesis* points to the importance of positive approach and good emotions for motivation or meaning for learners and even, consequently, their “mindfulness”. Supportive relationship highlights also the acceptance of learners in the process of teaching, being one of the primary features also necessary in tutorial meetings. Martin Seligman, in turn, argues that in human psychology what matters is pushing people to reach higher than they are seemingly apt to.

Tutoring has also its sociological facets. Education has always been a social phenomenon, even if we concentrate here on a personal dialogue of two people. It is still situated in the network of societal interconnections: from the global through national and local to institutional. It is influenced by multiple social and political contexts, usually embodied in various discourses. Grand sociologists, such as for example Pierre Bourdieu, theorize about communities (e.g. family, schools, peer-groups and academic communities), which provide every individual with their cultural, symbolic and economic capitals as powerful determinants of their success or failure in the society. As research shows, students (and tutors) who experience tutorial education transgress and become more self-directed, self-aware of their potentials, reach expertise in their field and undertake more mature life and professional decisions (e.g. KARPIŃSKA-MUSIAŁ 2016a; KOWALCZUK-WAŁĘDZIAK 2015; CZEKIERDA 2015; SARNAT-CIASTKO 2015; KARPIŃSKA-MUSIAŁ & PANOŃKO 2018).

Undoubtedly, academic tutoring is a *discursive event* as well. The meeting is communicative in its nature, so also linguists and philosophers of language will find here specific language patterns and contextual, socio-linguistic interaction. This perspective calls for possible reference to, for example, *social interactionism* by G. H. Mead, M. Bachtin’s *di-*

alogue communication, communicative activity by Habermas or *dialogic inquiry* by Wells (GRZEGORCZYK 2016: 96). A modern French philosopher Paul Ricoeur, the author of a theory of *narrative identity*, claims that everyone builds their identity in the two-fold process of self-narrating while communicating to oneself and to the others (which happens in a tutorial). Grzegorzczuk, in turn, refers to *distributed cognition* (see: HUTCHINS 1999 in GRZEGORCZYK 2016: 102) which occurs in personalized education. According to this author, the meaning of education gets in this way widened from pure acquisition of knowledge through language to the multiple contact of an individual with all the surrounding cognitive artefacts: facts in the text, facts in space and in interaction. Due to such phenomena communication in tutorials becomes also space for the *rhetoric of empowerment* (KARPIŃSKA-MUSIAŁ 2017). It allows students to have a voice which is heard and negotiated.

Last but not least, tutoring has obviously been discussed in terms of purely *pedagogical and methodological models*. As its primary context is educational, it has grounds in pedagogical theories of teaching and learning, as well as owns a specific structure, applies some methods, strategies, and uses instruments and procedures. Paradigmatically, tutoring relates to autonomous teaching and learning exemplified by the concepts of *Quality Teaching* and *Quality/Action Learning*. Both are situated within an interpretative paradigm that relies on social constructivism and calls for a highly subjective contribution of learners to their learning processes in response to good teaching. *Quality Learning* 'takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does' (TYLER 1949 in: BIGGS 2003: 25). Biggs's model brings the pedagogical discussion down to the concept of *Quality Teaching* through identifying it with the instruction aligned to learning. There are, however, some more aspects to it. Teaching, or rather educating, by definition aims at introducing change. Just as learning is viewed as "a change in understanding and behavior that results from encountering new experience" (in: Killen 2005: 2), teaching can be viewed as introducing change in students' understanding and their following behavior. What must be remembered, however, is that focus on learning outcomes is not the priority in this approach. Much more constitutive and important are the previously mentioned components of QT Model: (1) intellectual top quality of an academic language and discussion, (2) stimulating conditions for new inquiries in text or resources and, most crucially (3) unquestionable significance of the topic and content of learning.

Tutoring as a structure of studying and stages of its institutional implementation

Tutoring in the academic context usually takes a form of a series of 8 to 10 individual meetings of a tutor and a tutee. They happen more or less every two weeks and each meeting

lasts ca. one hour (60 min.). Tutorials, as the meetings are called, can be run in a variety of subject fields and usually match the specializations of particular tutors. They are not, however, typical “lessons” run in an individual formula. Tutors present educational offers, descriptions of what they are researching or teaching, and *invite the students* to take a challenge of having a cycle of tutorials around this topic area. Once the student wants to accept this invitation, the process begins. To give an overview of its structure, let me enlist the following, major components of it in their successive order:

- Tutors need to present **a thematic offer** which will be chosen by a number of tutees (the best is 3 to 5 tutees per semester for one tutor); important here is the fact of voluntary choice made by students.
- **The first meeting:** tutor and tutee need to get acquainted with each other, even if they knew each other formally before in an institution. Getting to know means here a good, authentic talk about the interests, aims, passions or potential problems of the student. The same concerns the facts about the tutor: why is he or she researching this issue? What can the tutor do for a student?
- **Successive tutorials** become space for deeper exploration of given areas of knowledge with the help of a tutor. Talks may be based and supported by professional techniques (methods) used by the tutor in order to ease the discussion and help students become more self-reflective and inquisitive in studying the subject matter. Here belong various questionnaires, graphs, pair work tasks, pictures or even drawings. A crucial and major tool used several times will be an essay: a written piece of tutee’s research and thoughts, which shall be successively read and discussed together. Message of an essay can be reformulated, developed, supported by new resources, contested, criticized and, consequently, improved. Critical thinking and mutual trust between tutor and tutee are the basic skills at this stage.
- **Final meetings** serve the purpose of summative reflections, but not necessarily the summative assessment or a final product. Discussions might have led tutor and tutee towards new perspectives, unexpected conclusions, but equally well to a final scientific article, a mini-project, article for the media or finishing off the BA or MA thesis.

There are several HE institutions in Poland which have already been successful practitioners of personalized education. Some of them introduced tutorials already two decades ago (the University of Warsaw, the Faculty of Artes Liberales as a pioneer of tutoring in Poland) and University of Silesia in Katowice. Since then tutoring has entered many more HE institutions, among which we find a few leaders: University of Gdańsk, Kraków University of Economics, Adam Mickiewicz University in Poznań, University of Warsaw (other faculties), University of Silesia or Jan Długosz Academy in Częstochowa. At these universities tutoring has been offered as an extra-curricular, mainly voluntary course in

chosen subject areas. Each of these cases has its own story of success, which was, however, not at all obvious from the very start. In the next paragraph I will outline some difficulties that piled up on the way.

Strengths and difficulties of adaptation

Students who experienced tutorials report numerous academic achievements, successful scientific projects, scholarships won and even publications published as a result of participating in personalized education (KARPIŃSKA-MUSIAŁ 2016a; 2016b). This concerns also doctoral students of various faculties and specializations. Agents of this change had, however, a long way to go before the value of such an approach got its institutional recognition in the contemporary financial and demographic conditions of HE in Poland. The obstacles were of different kind and could be enlisted by referring to the actions specified by the OECD international report about the institutional policies heading for the quality teaching across Europe (HENARD 2009). The report emphasized the following crucial statements: “(1) Teaching matters in higher education institutions; (2) The vast majority of initiatives supporting teaching quality are empirical and address the institutions’ needs at a given point in time; (3) For a university to consolidate the initiatives coherently under an institutional policy remains a long-term, non-linear effort subject to multiple constraints.” (HENARD 2009: 5). Having concluded that constraints are naturally built in the process of accepting innovations for quality teaching on international level, we should not be surprised at their occurrence also in the aforementioned Polish examples. The quoted report includes three headings for initiatives that should be practiced if an institution wants to support quality teaching. By each of them I will make a short comment over what has been observed in this matter in my so far research in Polish HE institutions¹⁸.

- *Institution-wide and quality assurance policies: including global projects designed to develop a quality culture at institutional level, like policy design, and support to organization and internal quality assurance systems.* **Comment:** there are offices or departments of quality assurance at the Polish universities. Their actions, however, are frequently concentrated on more global tasks for an institution which require remarkable financial or institutional support. Grass-root initiatives started by academics from the very level of a teacher are often left alone and used basically for reporting. Support from the institution was, however, provided by direct heads of departments or deans of faculties, whose understanding was helpful organizationally. There was,

18 I have included the research results about implementation of tutorials at the University of Gdańsk in my book *Personalized education at the university. Ideology – institution – teaching – human* (2016a). Presently, I am collecting empirical data for the next book about cases and procedures of personalizing education systematically at the universities mentioned in the text. The co-authored book shall be released next year (i.e. 2019).

however, in every discussed case, a long way to discuss and persuade the executives about the value added of the proposed initiative, which is, first and foremost, quite costly. Once agreed, however, the whole departments and faculties enjoyed the benefits of this new quality of studying and teaching.

- *Program monitoring: including actions to measure the design, content and delivery of the programs.* **Comment:** evaluation meetings, reports on actions and effects of the designed project of tutoring implementation have been in the majority of cases the responsibility of the very tutors or academic leaders who came up with the whole idea. By the way of example, the system had a few weak points: it needed more structured and systematic procedures to keep up with new and changeable tutorial offers and their realization. The sole eagerness of students and tutors will not be enough for tutoring to proceed smoothly, as it needs the institutional policy of support and some mechanism for measuring the results (in the long run).
- *Teaching and learning support: including initiatives targeting the teachers (on the teaching side), the students (on the learning side) or both (e.g. on the work environment).* **Comment:** this is the most pedagogical and human-related aspect to be reconsidered. Still, as measuring the outcomes is difficult in tutorial education, some assessment tools for this highly qualitative “method” of studying and teaching need to be developed. Tutors need support as for logistics and further courses to master teaching skills. Hectic schedules of tutors and students usually needed careful planning and cooperation. Important is seeing to the regularity of tutorials. Similar persistency is required as for organizing regular evaluation meetings. Being consistent in pedagogical approach which is so much dependent on humans aspects requires a very high level of organizational, motivational and relational competencies on the part of tutors. This is why, which should be highlighted, working as a tutor is far from being the same as regular academic teaching and needs professional training and constant supervision.

Further readings on the topic – useful resources:

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- KARPIŃSKA-MUSIAŁ, Beata (2016a): *Edukacja spersonalizowana w uniwersytecie. Ideologia – instytucja – dydaktyka – tutor* [Personalized Education at the University: Ideology – Institution – Didactics – Tutor]. Wydawnictwo LIBRON, Kraków.
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While the professionalization of the role of teaching in higher education has become a widely accepted process through evolving academic development initiatives, the preparation of doctoral students for teaching duties remains an under-represented topic within the field, despite the fact that doctoral students are often asked to teach for their institutions. Ensuring that these teachers are adequately trained and supported is crucial to maintaining the quality of institutional teaching and students' learning experiences.

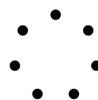
There is a growing body of evidence which indicates that the opportunity to participate in both formal and informal supporting activities has expanded at universities within East Central Europe as well. These initiatives generally lack the components of a formal structure, such as centres of teaching and learning or professional support staff.

The project called "Supporting doctoral students' preparation for teaching roles in higher education" has been initiated in order to create a connection between these different initiatives. Through collaboration, our aim was to establish a new level of thinking in the field of teaching skills development for doctoral students. This handbook serves as the main and visible outcome of the project that was financially supported by the Visegrad Fund.

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