



Wrocław
University
of Science
and Technology

ACADEMIC TEACHING EXCELLENCE



HR EXCELLENCE IN RESEARCH



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Concepts of excellence in academic teaching



Common characteristic of good (academic) teacher:

- Positive student-faculty contact
- Effective active learning
- Achievable, yet high expectations
- Respects diverse talents and ways of learning
- Effective communication skills
- Commitment to teaching well (*)

(*) *Recognition of Teaching Excellence*, D. Hammer at
al. Am J. Pharm. Educ. 2010 Nov 10; 74(9): 164.

The meaning of characteristics of being good teacher



Positive student-faculty contact:

- interacts with students – gets to know them, in and out of the classroom
- helps students learn outside of class, is accessible in and out of class
- promotes cooperation among students
- gives prompt feedback

The meaning of characteristics of being *good teacher*



Effective active learning:

- encourages students to be self-directed, independent, lifelong learners
- engages students in disciplinary thinking
- encourages higher-order thinking

The meaning of characteristics of being *good teacher*



Achievable, yet high expectations:

- acknowledges student expectations and what students can expect from the teacher
- creates a safe yet challenging learning environment
- emphasizes time on task

The meaning of characteristics of being *good teacher*



Respects diverse talents and ways of learning

- demonstrates respect for students and their individuality/differences
(special, educational needs)
- is fair (as much as possible) and flexible

The meaning of characteristics of being *good teacher*



Effective communication skills

- demonstrates passion, enthusiasm, charisma
- offers something substantive to say and knows how to say it
- raises provocative and significant questions instead of just providing answers
- commands student attention and maintains it
- inspires/motivates students
- is compassionate, caring

The meaning of characteristics of being *good teacher*



Commitment to teaching well

- engages in activities to continue to develop teaching skills
- invites and accepts feedback to improve
- tries new techniques to promote learning

UTTERLY goals



- **Definition of teaching skills (excellence)**
- **Tools to evaluate teaching skills**
- **Tools to improve teaching skills**
- **Tools to... apply in Ukrainian HEIs**



Questionnaire among EU UTTERLY partners






Main aspects of survey:

- Institutional dimension,
- Specifics of requirements of The Law on Higher Education in given country,
- Individual (merit) characteristics of the term *good (excellent) teacher*.

Special department



Do you have unit/department/center/division/other organizational form in the universities responsible for conducting trainings for academic teachers? Please answer yes or no. If Yes please provide us with the name.

Country	University level	HE Sphere
France		Trainings organized by Ministry
Germany		One center for whole system,
Lithuania	Center for professional competencies development 	One center for whole system
Poland	Part of department 	



Requirements

Do you have specific requirements (in terms of trainings/skills/preparation etc.) for lecturer/academic teacher position at university? (if Yes please write short information)

Country	University level	HE Sphere
France	Special training for new staff (tutoring, class supervision, pedagogical training)	
Germany	An additional option	General requirements in terms of degree
Lithuania	Set up requirements vary in disciplines	Minimal requirements set up by law for every positions
Poland	There are requirements for starting (lowest) position	Various solutions

Hierarchy in University (teaching staff)






Do you have specific system of academic teacher's positions in the university depends on skills and qualifications in teaching?

Country	University level	HE Sphere
France	Lower and Upper Secondary Education certificates?	
Germany	✘	✘
Lithuania	✘	✘
Poland	Separated path of career for Staff categories (researchers/lecturers)	✘



Internal trainings

Does your university conduct any type of trainings for academic teachers for internal participants?

Country	University level	HE Sphere
France	Distance learning, IT supported teaching	An option
Germany	Certification in couple of fields 	An option
Lithuania	Student's centred learning, distance learning, work-life balance etc. 	An option
Poland	Pedagogical trainings for new Staff, various periodical trainings (IT, pedagogy etc.) 	An option

External trainings



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Does your university deliver any type of trainings for academic teachers for external participants?

Country	University level	HE Sphere
France		Optional
Germany		Optional
Lithuania		Optional
Poland		Optional

Special programme for academic teachers



If you have at your university special training programme for academic teacher – who is responsible for curriculum at the university level?

Country	University level	HE Sphere
France	Vice Rector of Innovations, Rector's office	Various solutions
Germany	?	Various solutions
Lithuania	Center for professional competencies development	Various solutions
Poland	Programme (appointed by faculty) committee	Various solutions



Teaching Staff categories, hierarchy

How many positions (e.g. junior lecturer, lectures, senior lectures) do you have in your university? Is that hierarchy correlated to research activity/teaching activity/professional activity/managerial/administrative activity

Country	University level	HE Sphere
France	Two positions	?
Germany	Two positions, hierarchy is correlated to research activity	
Lithuania	Positions: assistant, lecturer, assoc. professor, profesor. Hierarchy is correlated to research acitivity.	
Poland	Three positions in hierarchy in terms of teaching activity (separated carrier path for educators) Four positions in based mainly on research achievements hierarchy	Various solutions

Entry requirements



What are the entry requirements for being employed as an academic teacher in your university? Please describe briefly.

Country	University level	HE Sphere
France	Mandatory PhD degree	
Germany	Degree in a field, minimal requirement - master degree	
Lithuania	Requirements are formed individually according to the research area and position.	
Poland	Master degree, special, pedagogical preparatory course	

Promotions of academic teachers



What are the requirements for academic teachers to be promoted (e.g. from lecturer to senior lectures)?

Country	University level	HE Sphere
France	General requirements based on research achievements	
Germany	General requirements based on research achievements	
Lithuania	Special attestation procedure for VMU Staff. The compliance of research with the fundamental principles of professionalism and ethics	Minimal requirements established
Poland	Requirements not fixed, may vary in different universities and in different time periods.	



Humboldt model?

Does your university have specific requirements about proximity of research domain of lecturer/teachers and their teaching areas?

Country	University level	HE Sphere
France	Common habits about proximity on Master programmes	
Germany	Classical, Humboldtian model as an assumption.	
Lithuania	?	?
Poland	Requirements (about proximity) of accreditation, external committee, not expressed as the formal criteria	

Research achievements



Does your university consider research achievements in promotion for higher position in terms of teaching activity?

Country	University level	HE Sphere
France	There is no separated hierarchy in terms of teaching activity, research achievements may be consider on the process of promotion	
Germany		
Lithuania		
Poland	There is no correlation between research achievements and hierarchy in terms of teaching activity	It may vary from HEI to HEI

Digitalization



Does your university consider digital competences (remote teaching/moodle experiences/distance learning etc.) in promotion for higher position in terms of teaching activity?

Country	University level	HE Sphere
France	No formal recognition	
Germany	Common expectations	
Lithuania	-	-
Poland	No	No

Periodical evaluation



Does your university have a system for periodical evaluation of teaching competences?

Country	University level	HE Sphere
France	Evaluation of courses, no direct evaluation of teaching competences	
Germany	Anonymous evaluation by students	Activity of quality assurance departments
Lithuania	The part of attestation system	-
Poland	System of class inspections.	Various solutions

Involvement of students



Does your university have a policy to involve student's opinions in the process of evaluation of teaching competences?

Country	University level	HE Sphere
France	Indirect evaluation of subjects (courses) carried out by students.	
Germany	Evaluation carried out by students	Students' opinion is consider as dominant factor
Lithuania	?	?
Poland	System of periodical (including on demand of students) questionnaires for students. On-line complains collecting system for students	Various solutions

Support systems



Does your university have teaching support system for educators like unit/department/division/any organizational form?

Country	University level	HE Sphere
France	Section in the President's Cabinet dedicated to pedagogical innovation	Various solutions
Germany	Technical and organizational support is provided by Faculty	
Lithuania	-	-
Poland	Distance learning department (technical support)	Various solutions

Special approaches in teaching



Does your university consider competences for teach students with special educational needs (e.g disabilities) in the process of recruitment new teaching staff

Country	University level	HE Sphere
France	✗	✗
Germany	✗	✗
Lithuania	?	?
Poland	✗	✗

Special approaches for teaching



Does your university require competences for teach students with special educational needs (e.g disabilities) in the process of promotion for higher positions?

Country	University level
France	No
Germany	FBZHL conducts special trainings for volunteers only.
Lithuania	-
Poland	WrUST conducts special trainings for volunteers only.

Internal policies in universities

Individual skills and competences of academic teachers in view of:

- The Law on Higher Education (national),

mandatory

mandatory in part

not mandatory

- institutional, formal policy,

scale: 0 - not important, 10 - very important

- common policy of University authorities.

Individual competences 1



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External certificates/diplomas in teaching/pedagogical qualifications or similar



Individual competences 2



Area/field of teaching - competences/knowledge/skills



Individual competences 3



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Research capability in given area (area of teaching) – subject matter expert



Individual competences 4



Research achievements in given area (area of teaching) – subject matter innovator

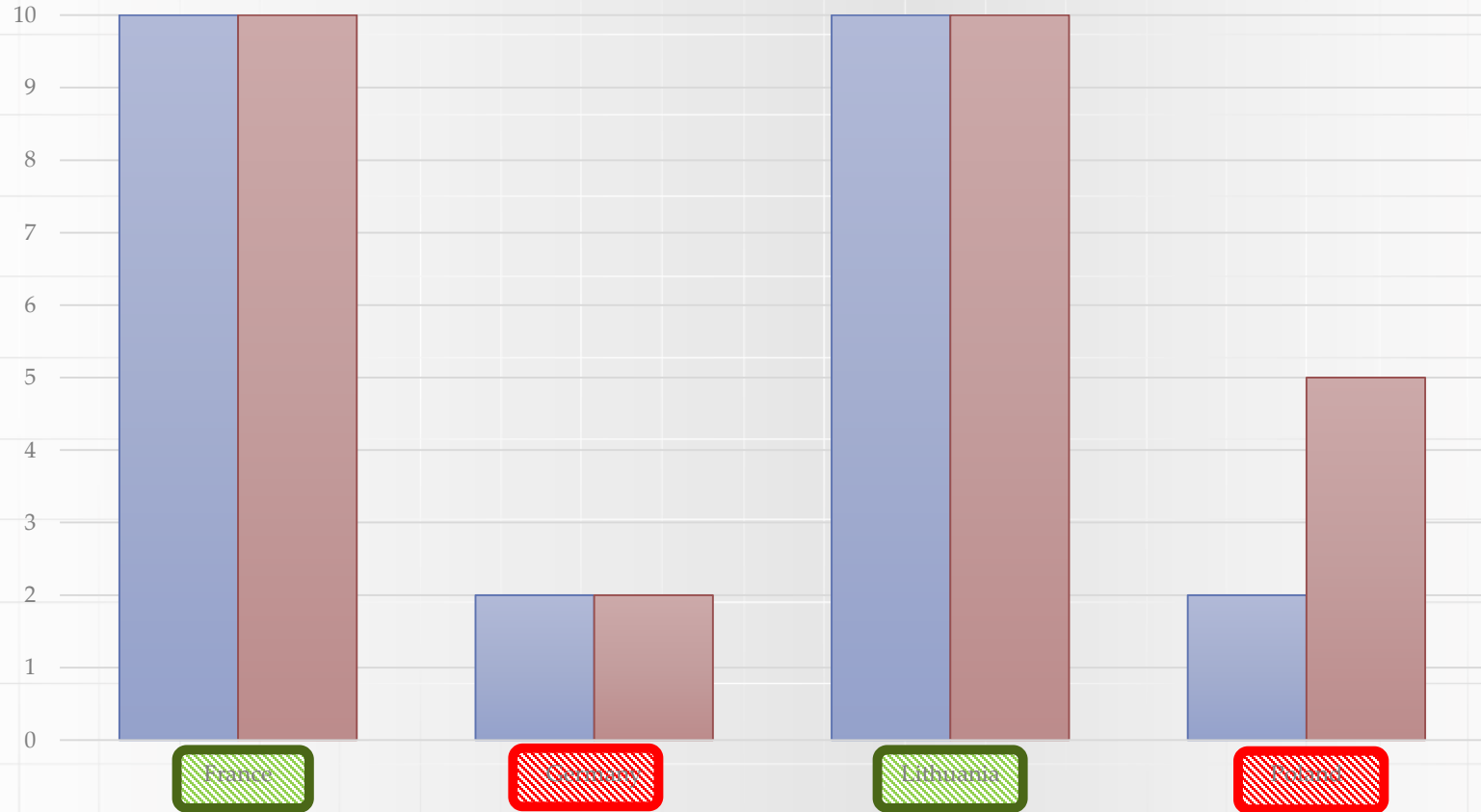


Individual competences 5



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Curriculum development competencies – pedagogical expert



Individual competences 6



Curriculum execution competencies - pedagogical expert

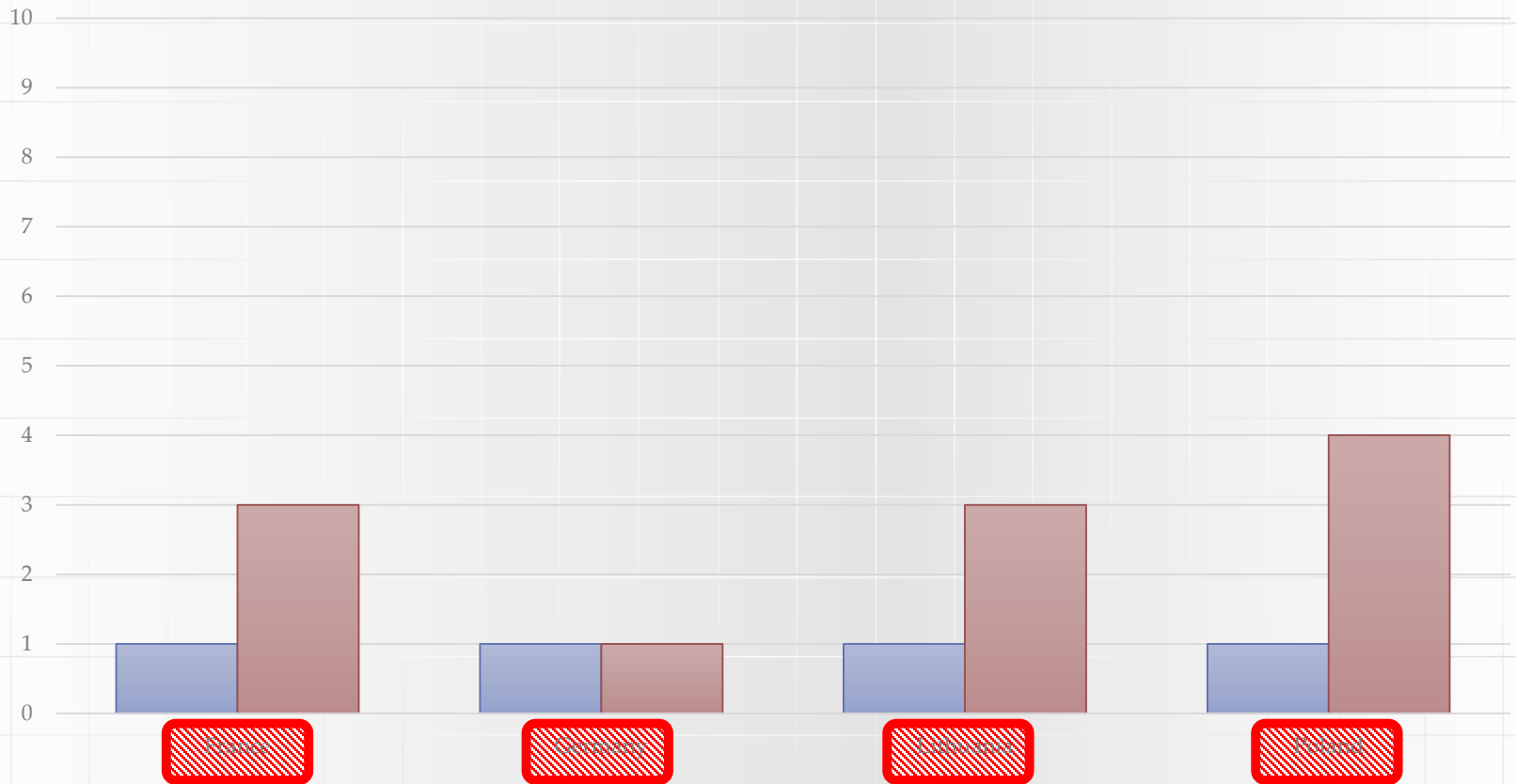


Individual competences 7



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Lifelong Learning Competencies

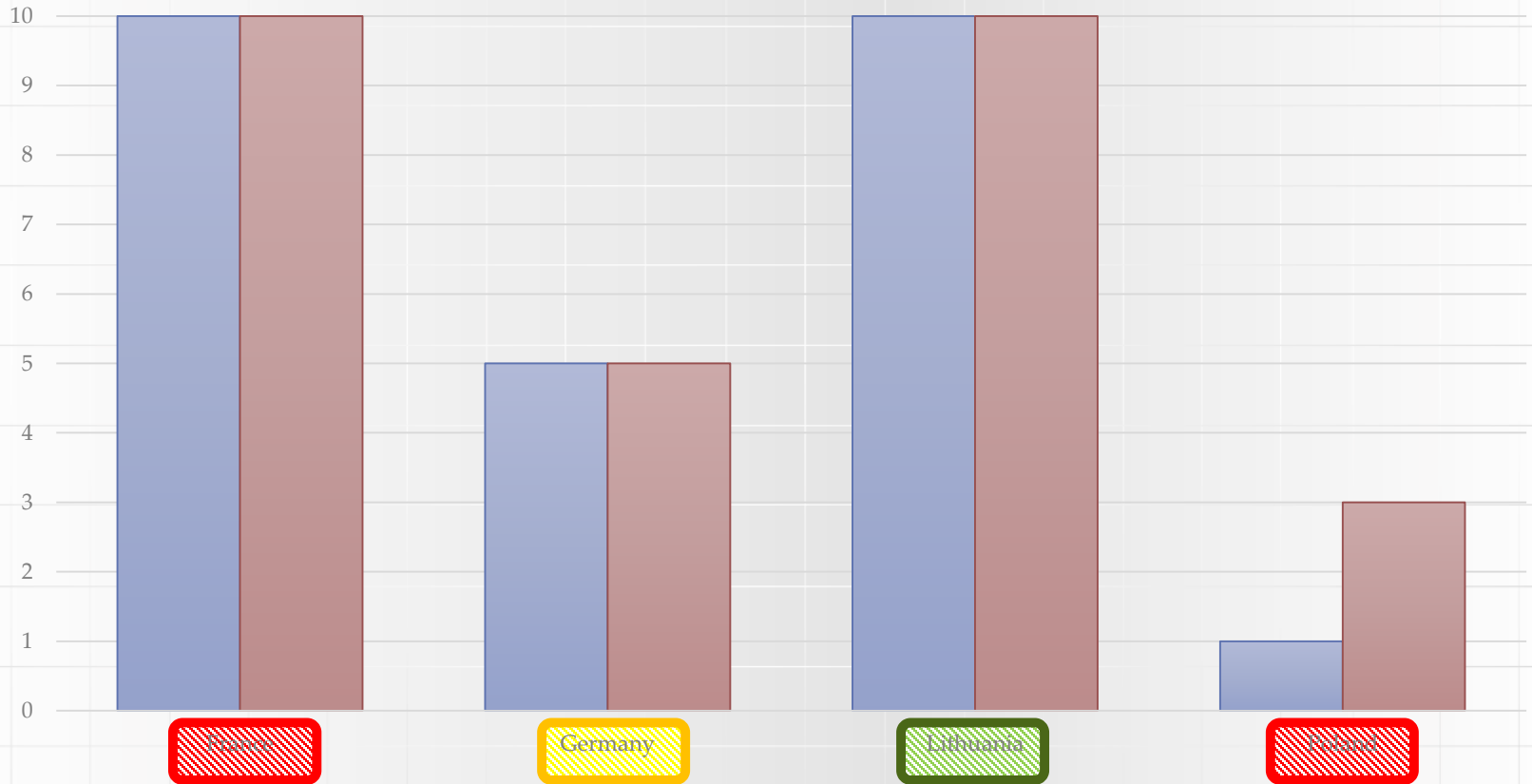


Individual competences 8



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Social-Cultural Competencies

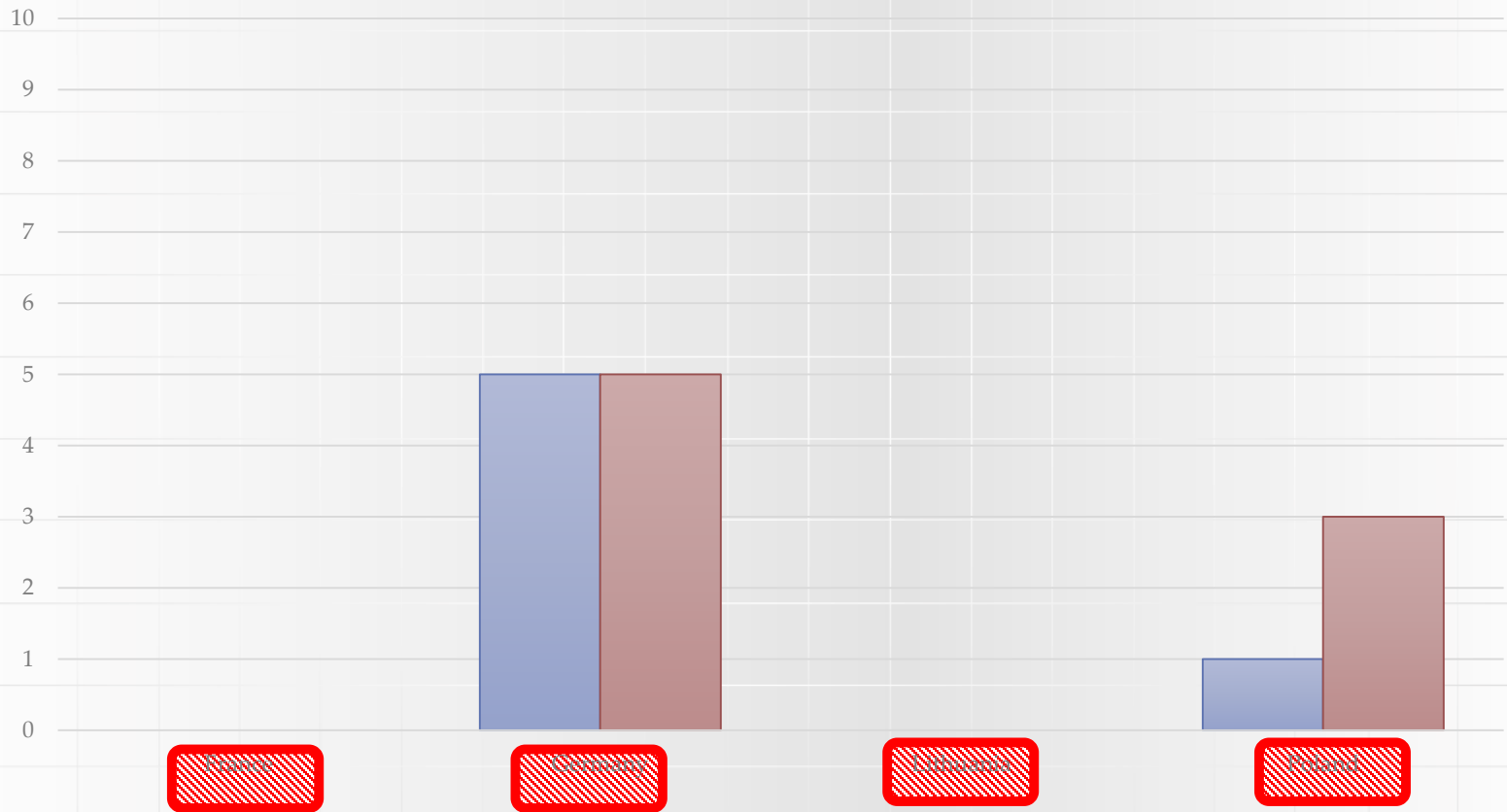


Individual competences 9



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Emotional Competencies



Individual competences 10



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Communication Competencies – excellent communicator



Individual competences 11



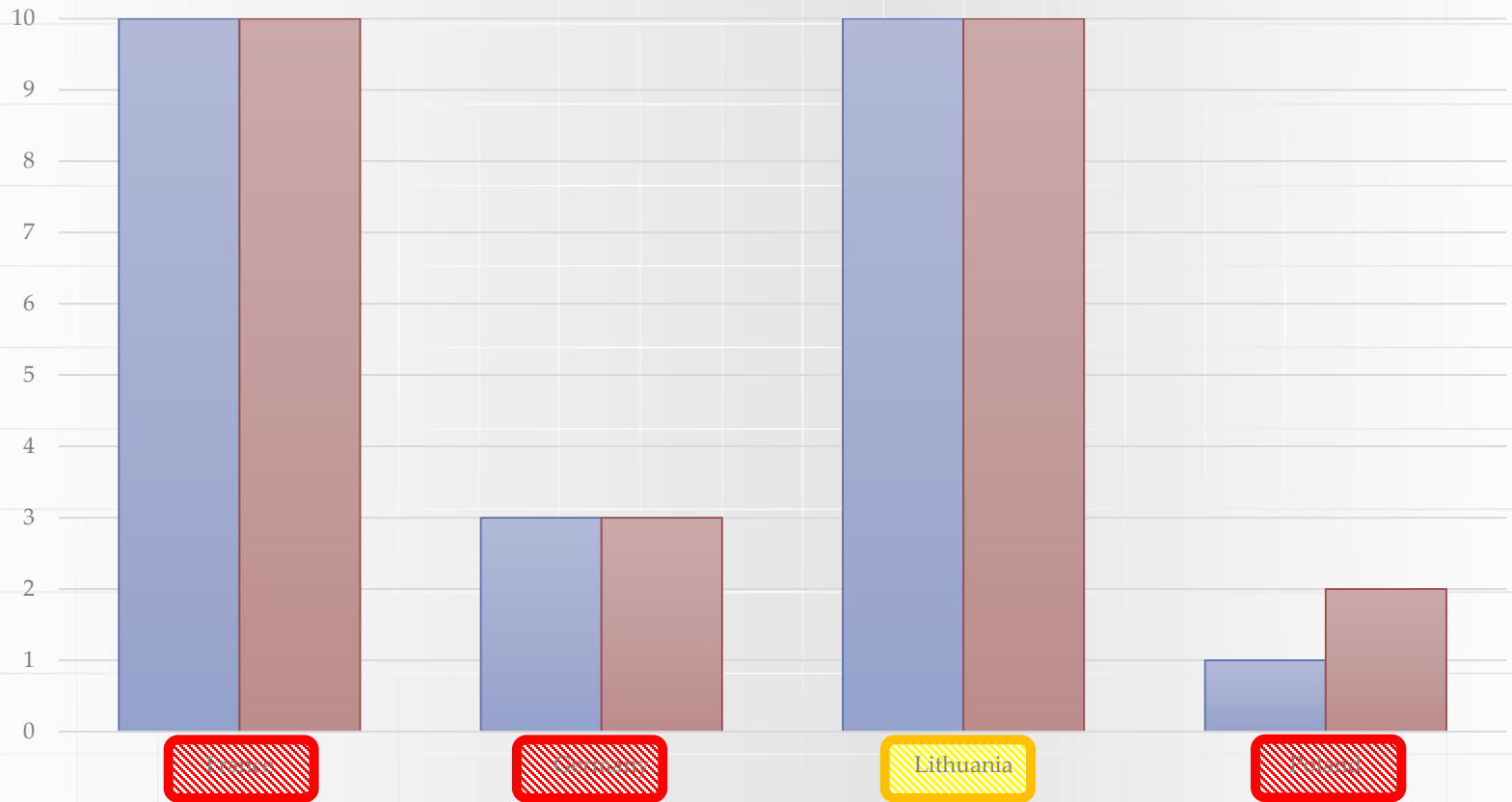
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Information and Communication Technologies competencies





Environmental Competencies

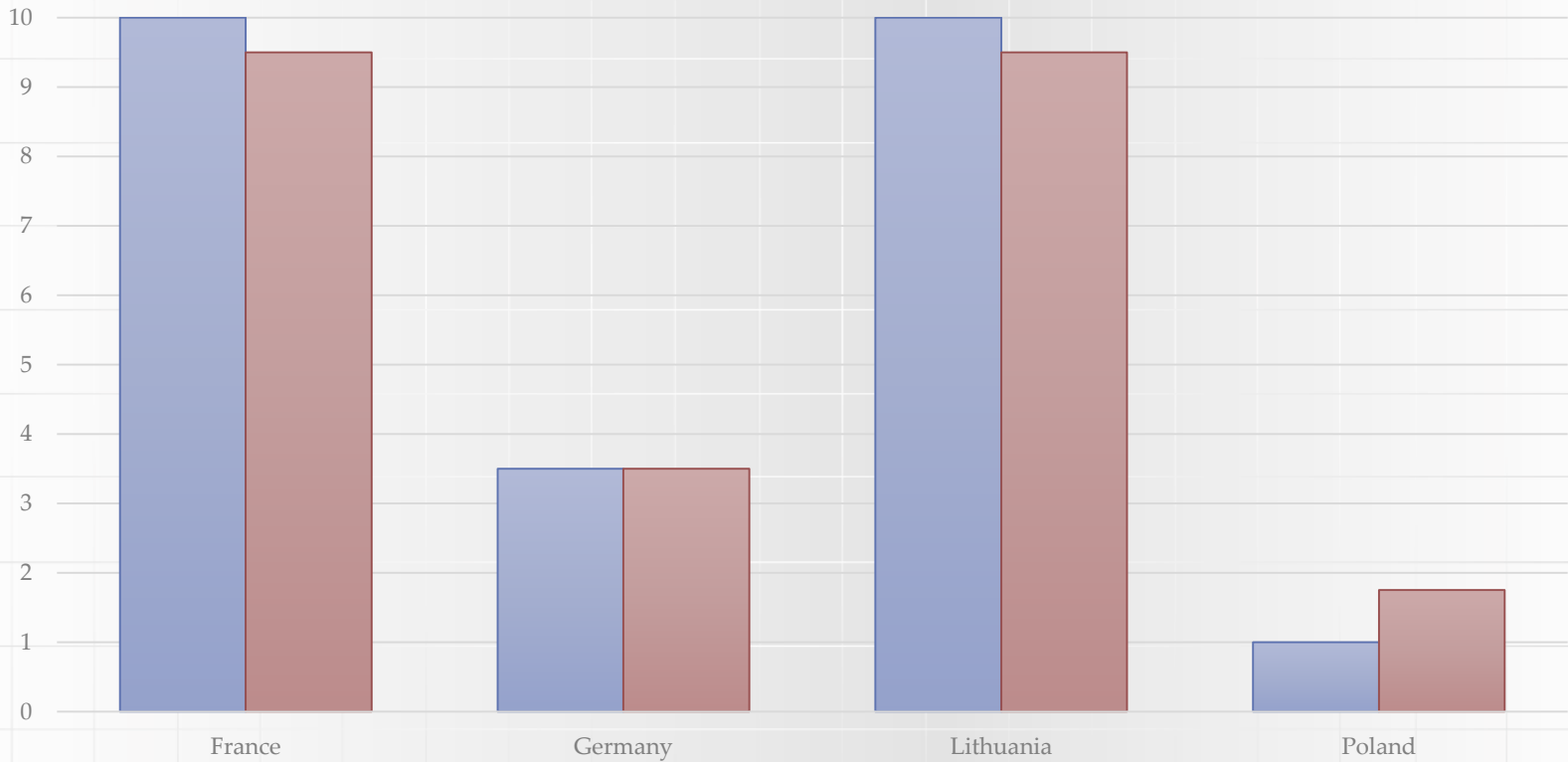


Individual competences 12



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Quality assurance in higher education, capability to contribute, ESG 2015 etc.

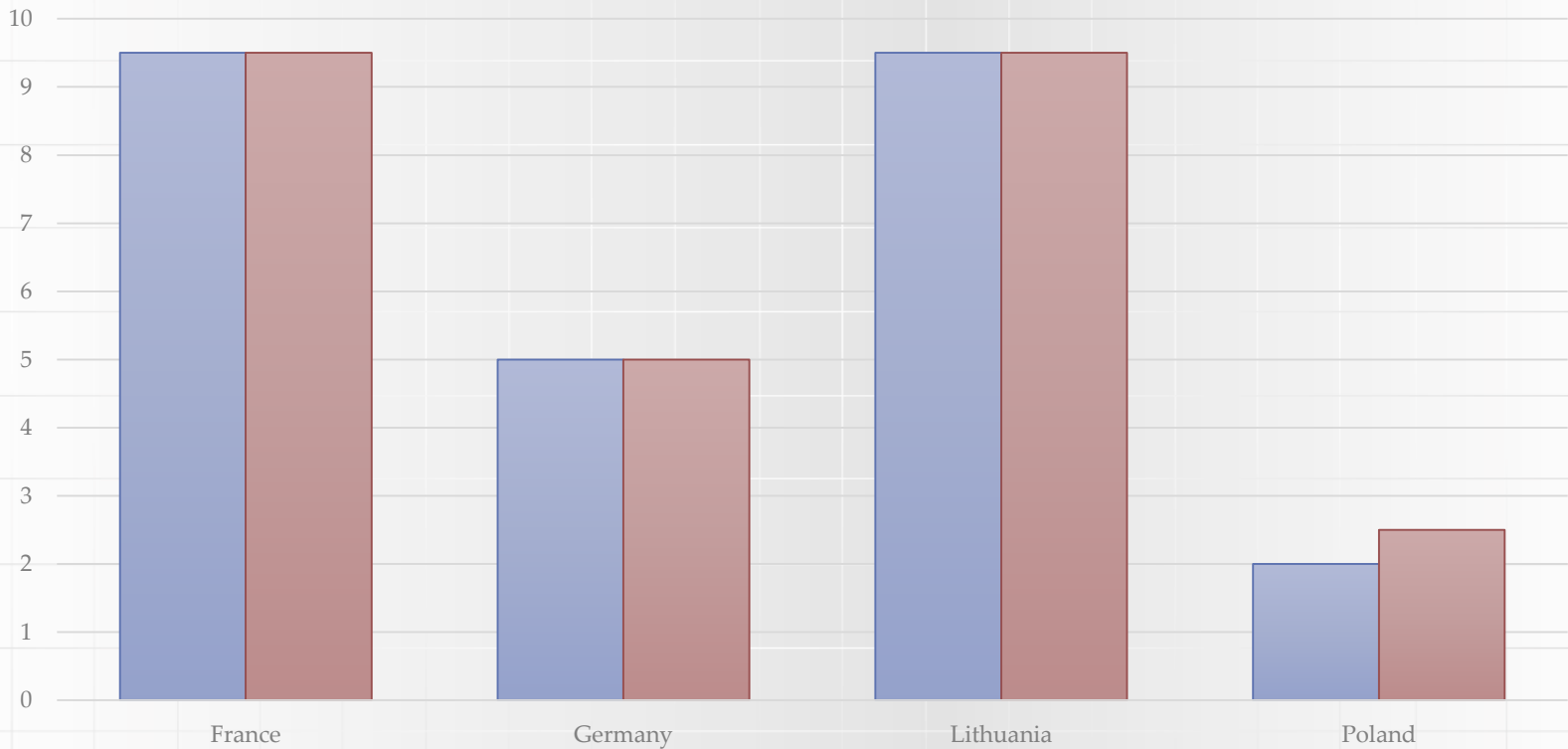


Individual competences 13



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Student centred learning competences.



Training programme for academic teachers in fields



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- Designing future-orientated Teaching and Learning
- Tutoring in HE
- Curriculum Development in HE
- Interactive Learning & Innovative Classroom Management & Strategies
- Media Usage in Higher Education: Theories, Skills and Concept
- E-Teaching in Higher Education
- Work, administration and organisation in Learning Management Systems
- Teaching and Supervision in virtual environments
- Assessment in virtual environments
- Systematic Classroom Observation
- Classroom-Based Action Research
- Evaluation Research and Policy Making
- Evaluation and Quality Management of educational activities





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Thank you for your attention!



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