



***The system of support for academic teachers in process of shaping soft skills of their students***

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# **Improve your teaching - Publication for academic teachers**

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**Erasmus+**

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# Aim of the output



The publication is dedicated to academic teachers who would wish to improve quality of their work.

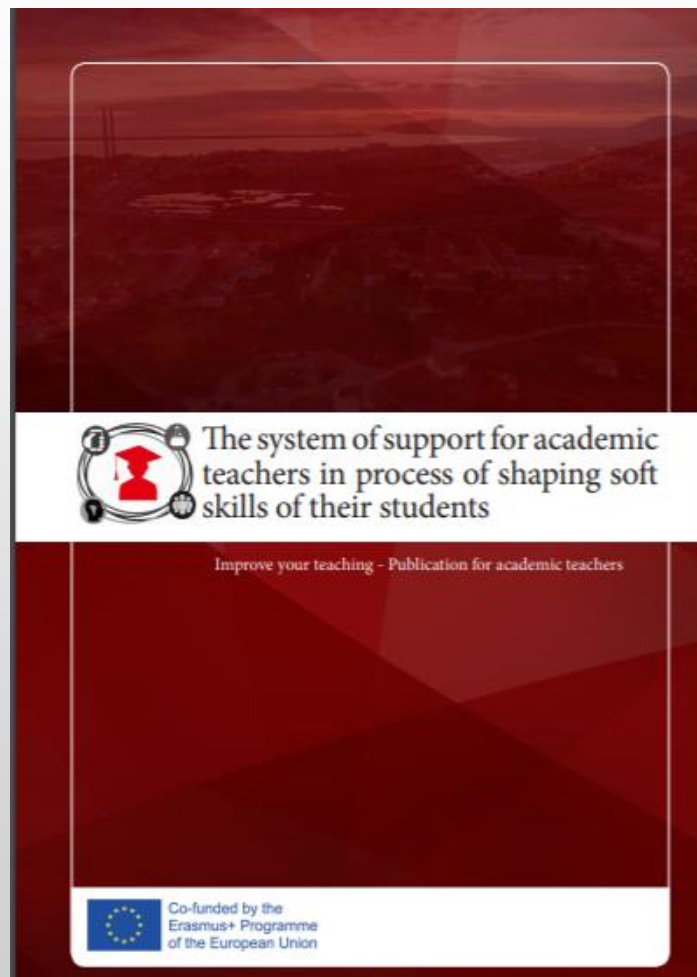
Content of the publication is based on information from academic teachers, gathered during the process of national data collection, launched by each Partner Institution.



# How did we do it?

- The Output 1 is an exploratory study, it was developed based on a questionnaire survey.
- This survey was designed to identify the perspectives of higher education teachers on themes related to the Soft Skills project and possible training needs in these areas.
- Each partner of the project prepared a set of questions related to the theme.
- The questions were shared, discussed and validated by all members of the project.
- Each partner has built its chapter analysis
- Portuguese partner also has built the Executive Summary, the Methodology, and the final version of the final remarks

# General design





# The publication is available in five languages

OUTPUT 1 - Improve your teaching - Publication for academic teachers  
-dedicated to academic teachers who would wish to improve quality of their work  
-will be prepared in 5 languages (all languages of partners plus English)  
-will be about 30-40 pages long  
-should contain practical instructions for professionals (how to teach more effectively)  
-available on - line

The following topics should be contained:

- 1.How to define your goals in teaching;
- 2.How to reconcile teaching with research work;
- 3.Effective communication with students - what is it?;
- 4.How to encourage students to active cooperation (especially when your subject is boring to them);
- 5.Different students - different approaches. Just as?;
- 6.How to deal with failures;
- 7.Online courses and trainings database which will improve the quality of teaching



>>> The Publication is available in 5 languages <<<

ENGLISH

GERMAN

POLISH

PORTUGUESE

SLOVENIAN

<https://wsparasmus.wixsite.com/supportsystem/intellectual-outputs?lang=pl>



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Polish Partner

Slovenian Partner

Portuguese Partner

German Partner



# Identification of the respondents

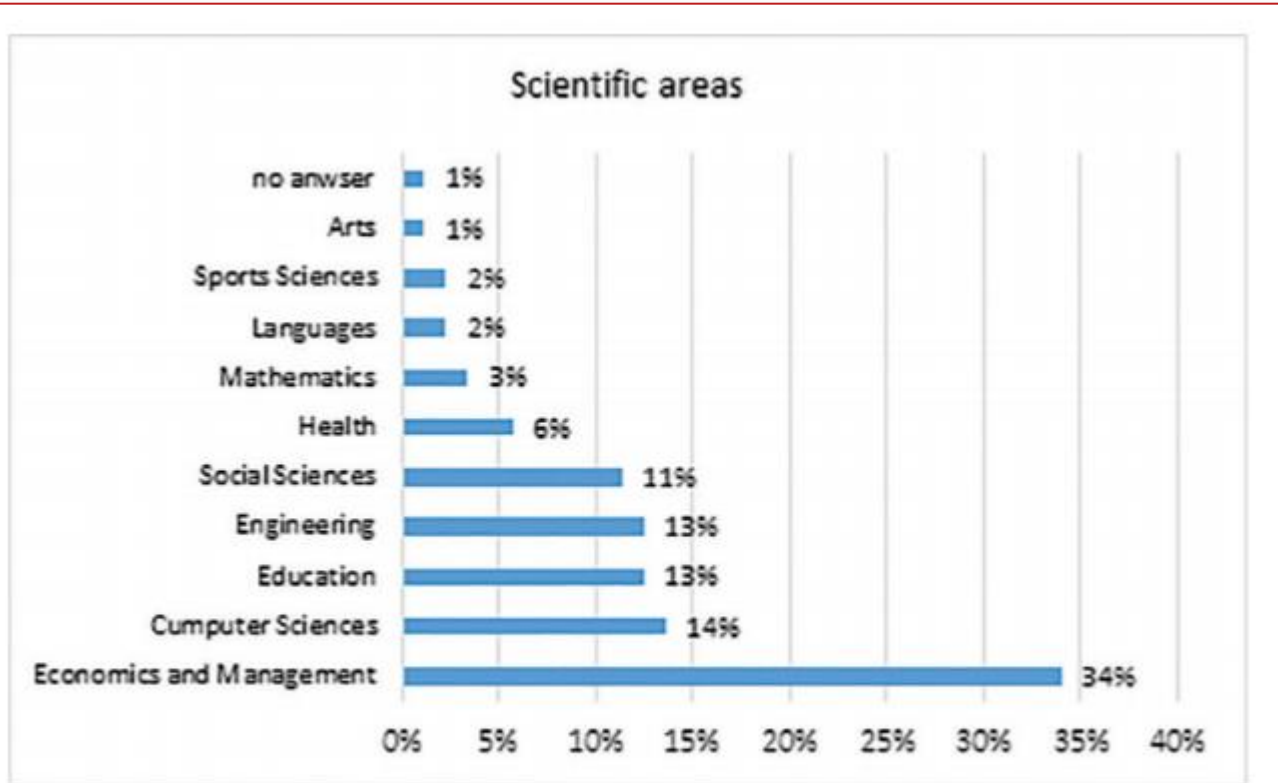


88 responses, with a balanced number collected by each partner





# Identification of the respondents



*Chart 3.1.3. Answers organized by scientific area of teaching*

34% of the responses from the Economics and Management area

Some representation from other areas



# Final Remarks

Focuses on:

- The overall analysis of the results of each group of questions
- Suggestions to include in the training modules

# Teaching how to learn - through experimentation, experience and other methods activating students



- The analysis of the survey reveals that this is a theme to which teachers ascribe **great importance**.
- Many respondents use **group and project work**, but do not use methodologies related to the **active participation of students in large groups**.
- They use **feedback and formative assessment** in their teaching practices. However, these concepts are not explored throughout the survey, and it seems they should be included in the training modules.

# Teaching how to learn - through experimentation, experience and other methods activating students



- It is important to focus on the **teacher's role** in the learning process.
- Considering that the **assessment** of students is an important part of the learning process, the training modules should integrate:
  - summative assessment and formative assessment;
  - feedback of which is usually limited to the score;

# Teaching how to learn - through experimentation, experience and other methods activating students



- Characteristics of formative assessment
  - the objectives of the lesson should be formulated in a way such that they can be understood by every student
  - The assessment criteria should be clear and help the students to prepare their work.
- Quality of feedback should always contain four elements:
  - it should include positive aspects of the students' work;
  - it should note what needs to be corrected or additional work that should be carried out by the student;
  - it should give tips on how the student should improve the particular task;
  - it should give tips on what direction the student's work should take.
- Strategies to foment students' development towards independent lifelong learning
  - "self-learning" method that strengthens students' motivation to work (Petty, 2004) , where students assume responsibility for their own education.

# Shaping attitudes of innovation, creativity, critical thinking, and teamwork



- The teaching approaches are **strongly present** in teachers' practices, but there are differences related to their area of teaching.
- The main emphasis is on teamwork behavior, with a little less given to **creativity and innovation**.
- The **teaching methods more frequent** are problem-based learning, self-directed learning, and group exercises/action learning.
- **Less frequent** are the competitions, role-playing, simulations, games, and group techniques.
- Encourage the use of these approaches in the proposed training modules, as well as strategies like the use of YouTube videos, Lego Serious Play, Design Thinking, Creative Art, and learning through games.

# Using digital technologies in the process of teaching and learning



- Teachers considered the **role of digital technologies** very important, both in the **world** in general and in the **learning process** in particular.
- The majority of the respondents has mentioned the **use of resources** available on the Internet.
- Fewer references are made to the **production of resources**, such as the production of video or audio, or the construction of web pages.

# Using digital technologies in the process of teaching and learning



- It seems useful to include in the training process some **methodologies for the use of digital technologies**.
- We suggest that the modules could include the construction of a **digital portfolio**, to promote meaningful learning, engagement, autonomy, critical reflection, collaboration and sharing, creativity, and empowerment (Bauer, 2009; Pires & Rodrigues, 2018).
- There is also a lack of recognition of the importance of participating in **collaborative networks and communities of practice**.



# Using digital technologies in the process of teaching and learning



- Include collaborative tools in the training
  - Use of online scientific libraries or collaborative editing of the same document
  - Participation in e-learning or b-learning training processes can also promote their development of **collaboration skills**.
- Safe use of the Internet
  - **security of personal data**, the identification of **abusive or aggressive behavior** by the students, and the **validity and credibility of information** are increasingly relevant (Brabazon, 2007) and should be addressed in the training modules.

# Intercultural entrepreneurship - how to include intercultural aspects into regular classes



- The subject of interculturality is **well understood and considered important** by teachers.
- In order to enhance the ability to **resolve conflicts** with students of other nationalities, the methods of “Collegial Advice” and “Case Studies” may be very useful for the modules (Landis, Bennett, & Bennett, 2004).
- The intercultural training and events would help teachers to:
  - increase the level of development on the subject of interculturality and intercultural management
  - to incorporate intercultural aspects into their lessons.

# Intercultural entrepreneurship - how to include intercultural aspects into regular classes



- Practical examples and recommended actions can be developed for the training modules, to illustrate what could be done in order to clear **misunderstandings**, as well as how it could be done (with a focus on communication skills and flexibility).
- Most of the participants are not familiar with the **cultural concepts** referred to in the survey, therefore, the training modules should clarify these cultural concepts and illustrate them with suitable examples.
- The modules to be developed should **emphasize the advantages** of working in an intercultural team.
- Creating awareness regarding the great importance of integrating intercultural dimensions in HE, as well as dealing with how this integration can be achieved, is one of the most important goals of the modules that will be developed.



# Final notes

- This exploratory study was an important step towards the design for the academic teachers training courses (Output 2).
  - The study made possible to identify aspects highly valued by teachers,
  - It also gave clues to deepen less known dimensions,
  - as well as other aspects that they consider fundamental for the improvement of the educational process.

**Programme:** Erasmus+

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Thank you for your attention!



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