Course details

Expected timeframe:

First day	
09:00-10:30	Official welcome. Introduction, expectations, course objectives. I. Quality of teaching at the university.
10:30-10:45	Coffee break
10:45-12:15	II. Effective teaching at the university, principles of learning
12:15-13:00	Lunch break
13:00-14:30	III. Providing an environment for learning, communication
14:30-14:45	Coffee break
14:45-16:00	IV. Q&A. Reflection on lessons learned.

Second day	
09:00-10:30	V. Motivation in university learning and teaching.
10:30-10:45	Coffee break
10:45-12:15	VI. Active learning, supporting students´ involvement.
12:15-13:00	Lunch break
13:00-14:30	VII. Higher order thinking skills and deep learning.
14:30-14:45	Coffee break
14:45-16:00	VIII. Q&A. Reflection and course evaluation.

Course description:

Official welcome. Introduction, expectations, course objectives.
Welcome speech. Introduction of the lecturers and the participants. Objectives of the programme. Participation and communication agenda.

I. Quality of teaching at university level: What characterizes good quality teaching?
Personal reflection on the quality of teaching. Research on the quality of teaching, categorization of the concept of teaching and the role of the university teacher. A tool for measuring the quality of teaching at universities, indicators and examples of good practice.

II. Effective teaching at university level: How do we learn?
The art of explaining and the art of showing. Principles of learning, attention and memory. Didactic approaches to comprehensible explanation. Learning from practice, reflection on practical experience.

III. Providing a safe environment for learning: How to ensure it and why is it important?
Psychological safety and social relations in higher education. Respectful communication analysis, research findings and examples.

IV. Q&A. Reflection on the aquired knowledge.
What have we learned? What was the most important for my understanding? What needs some more clarification? What would I like to implement in my own practice?

V. Motivation: What motivates students to learn and how can we support it?
Types of motives, self-determination theory. Various didactic ways of supporting students' motivation.

VI. Active learning: Why and how can we support student involvement?
Research findings supporting active learning. Types of interaction in teaching and methods increasing student's activity and effective discussion. Flipped classroom. Feedback and key role of questions. Formative assessment.

VII. Higher-order thinking skills, deep learning: How can we support connecting information?
Bloom's taxonomy. Research-validated indicators and examples of teacher activities that support deep learning. Socratic questions. Consistency between course objectives, teaching & learning and the assessment of student learning outcomes.

VIII. Q&A. Reflection and course evaluation.