

Chapter #14

WHAT ARE THE MODELS OF COURSES IN ACADEMIC TEACHING IN SLOVAKIA?

Document analysis and the survey of lecturers' opinions

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ABSTRACT

The aim of the study is to identify, describe and compare models of courses in academic teaching (AT) conducted at Slovak universities and to describe how the pedagogical content knowledge (PCK) of university lecturers is acquired at particular higher education institutions (HEI). There are also briefly described the organisational aspects of pedagogical education of university lecturers in Slovakia, which is mainly conducted as part of their further education. The document analysis was employed to identify existing models of courses in AT in Slovakia. The text of the study also illustrates the experience with the implementation of courses in AT at Slovak universities and summarises results from a questionnaire survey on the importance of the pedagogical preparation and educational needs of the course participants - university lecturers. A variety of good practices, surveys and opinions of participants and graduates from various models of education are good sources of inspiration for higher education quality improvement. The study also intends to emphasise the requirement that teachers' work at any level of education (even in higher education) cannot be the result of high erudition in the scientific field and only intuition-based knowledge of education and its principles.

Keywords: higher education, courses in academic teaching, university lecturers, opinions on pedagogical education, models of courses in academic teaching, pedagogical content knowledge.

1. INTRODUCTION

Since the first universities originated, higher education has changed significantly with many new forms, methods and tools of teaching. University lecturers are confronted daily with innovations and social changes and their teaching methods need to reflect this. But are lecturers sufficiently prepared for their pedagogical activities in contemporary education? What is typical for university lecturers is the fact that they don't specifically prepare for their profession before they start practising (Petriková & Ondriová, 2015; Benedetti, Plumb, & Beck, 2022). Lecturers are constantly assessed in their scientific-expert activities, but the assessment of their teaching activities is usually limited to mere evaluation of the number of students. Faculties in Slovakia focus on requirements expressing the lecturers' qualifications, but the competencies related to teaching methods, for example, the ability to organise and communicate are not assessed (Kravčáková & Jelenová, 2010). There is not always a correlation between the quality of a lecturer's subject knowledge, scientific activities and the quality of their teaching. For example, analysis of the evaluations of 600 academic workers at the Prague University of Economics and Business in the Czech Republic revealed a very weak link between teachers' research activity and student satisfaction with teaching (Stiburek & Kafka 2023). There is a lack of evidence that the higher expertise of the lecturers in the scientific field also increases their teaching skills.

Only a few Slovak universities provide their lecturers with opportunities to improve their teaching skills. Pedagogical content knowledge (PCK) as specialised knowledge that lecturers need to effectively teach a particular subject or course is essential. PCK combines content knowledge with pedagogical knowledge, or knowledge of how to teach that subject matter (Shulman, 1986; Rollnick & Mavhunga, 2017).

Nowadays in Slovakia, university lecturers must comply with qualification requirements in line with Act No. 131/2002 on Higher Education Institutions (Zákon 131/2002) and Act No. 269/2018 Coll. on Quality Assurance of Higher Education (Zákon 269/2018), but there is no requirement for pedagogical education. On the other hand, in the former Czechoslovakia existed a compulsory system of pedagogical education for lecturers. In Czechoslovakia, the emergence of higher education pedagogy and theory of AT began in the 1950s and it was developed in the 1970s and 1980s when higher education pedagogy developed as a scientific discipline at some faculties in the Czech Republic and Slovakia. In the 1980s the obligatory model of pedagogical education was designed and introduced as the “*System of Enhancing Pedagogical Qualification of Higher Education Teachers*”. The Ministry of Education of the SR in accordance with Act No. 39/80 Coll. on universities with a special amendment from June 1983 established the framework for the system for further improving the qualifications of university teachers (Zákon 39/1980, § 78).

This system copied the systems of the Soviet countries and was obligatory for all lecturers. It included two stages: (1) Basics of AT for young lecturers with up to 5 years of experience; (2) a specialised course in AT for all lecturers with up to 10 years experience at HEI. After 1989 (the end of the Communist Era), the system of pedagogical education of lecturers collapsed. Since 1990, when Act No. 39/80 Co ll. was repealed and replaced by a new law, there has been no legislative groundwork implemented to improve the pedagogical education of lecturers in Slovakia, but their research-scientific and publication activities are subject to regular quality assessment under the accreditation process. In the 1990s, pedagogical seminars occurred only sporadically at universities as an interest-based and voluntary activity. Later, at the beginning of the 21st century, efforts began again to introduce courses in AT at some HEIs (Vašutová, 2010; Novák, 2019).

Today, some universities in Slovakia organise their pedagogical training for teachers (as a pedagogical minimum) according to their needs and on a voluntary basis. Courses in academic teaching are based on the internal guidelines of particular universities (e.g. University of Economics in Bratislava; or as part of habilitation and inauguration criteria - e.g. Slovak University of Agriculture in the period 2008 - 2014; at other universities as occasional courses organised as part of grant projects) (Novák, 2019; Minimálne kritériá, 2008; Benková, 2018).

In education, it is important to draw on the tradition and good practice proven by years of experience. Of course, it is not possible to unilaterally strengthen conservatism in approaches to education but mainly to develop a tradition with regard to societal needs and developmental tendencies in education science. It is important to focus on prospects for development and modernization to increase the quality and efficiency of the higher education process.

2. BACKGROUND

Faculties in Slovakia focus on the requirements expressing the lecturer's qualifications (requirement of an academic degree; requirement of knowledge of a foreign language; requirement of previous experience; publication activity and reviews; participation in scientific grants). Faculties probably perceive other competencies related to the performance

of the role of a university lecturer (organisational, communication, ...) as an automatic disposition of the lecturer. Content analyses of advertisements for teaching positions of professor, associate professor and assistant professor at public universities published on the website of the Ministry of Education of the Slovak Republic show that universities only sporadically cover in these advertisements the requirements for skills that are necessary for the high-quality pedagogical work of a lecturer (Kravčáková & Jelenová, 2010). It is not possible to clearly state that there is a correlation between the quality of a teacher's scientific erudition and the quality of his educational work.

Many HEIs in different countries offer explicit pedagogical training to support the certain, varied, but implicit, experiential training that lecturers receive in the classroom. However, the success of such training receives mixed reviews, and the perception remains that lecturers are often insufficiently prepared (Addy & Blanchard, 2010; DeChenne et al., 2012; Benedetti et al., 2022).

Pedagogical education of lecturers is a necessity, but it is questionable whether and how it is provided by universities in Slovakia.

Nowadays, there are three main core roles in higher education. Namely teaching, research and service (Br Sitepu, Eliyana, Raza, & Rosalina, 2020). University lecturers are usually carefully trained in how to conduct research but often lack training in academic teaching (Gosling, 2009). In many countries, this situation is solved by the requirement to complete pedagogical courses (Gibbs, 2013; Hanbury, Prosser, & Rickinson, 2008; Havnes & Stensaker, 2006; Trowler & Bamber, 2005). These courses have become an international phenomenon (Amundsen & Wilson, 2012) and higher education pedagogy (or academic teaching) is now a legitimate field of study (Silander & Stigmar, 2023).

Currently, there is increased attention to the pedagogical education of lecturers and the development of their pedagogical competence and PCK. In the contemporary higher education systems in the world, various models of such pedagogical education exist.

Chalmers, Stoney, Goody, Goerke, and Gardiner (2012) divided teacher education programs into formal and informal types. Formal programs are accredited or required by relevant authorities and are offered in intensive or extended form. Informal programs include shorter workshops or seminars, online courses and special events.

Požarnik (1998, according to Askerc Veniger, 2016) lists seven models of pedagogical training for university teachers: (1) initial education programs for assistants with at least one year of teaching experience; (2) mentoring of a newcomer by an experienced university teacher, not only in research, but also in teaching; (3) (mono)thematic seminars and courses from various fields; (4) pedagogical workshops; (5) action research projects; (6) network of experts; and (7) peer training.

In addition to investigating various models of pedagogical training for lecturers, it is important to adapt the form and content of such courses. The identification of the lecturers' educational needs brings many benefits for the HEI that can help to design training programs and help trainers to design programs and courses that satisfy the needs of lecturers, improving training effectiveness and identifying staff performance problems and difficulties and finally raising the efficiency of higher education. According to Abouelenein (2016), the training needs are the changes required in the skills, knowledge and behaviours of the university faculty to achieve purposes and overcome difficulties.

University academic staff in most countries are appointed to their functions based on research experience and not on teaching experience. Their task is to conduct research and teaching, but research increases their status and the university often gives them higher priority. The need for further education of these workers is widely recognized, but in all the status remains at the decision of the universities.

According to Eurydice study (2000), in the Netherlands, some universities have introduced compulsory teacher training for lecturers. In Swedish universities, pedagogical skills have become more important in recruiting teachers, while the research activity as a condition of academic staff is decreasing. To improve teaching skills, institutions offer courses for teachers and they organize pedagogical conferences. Since 1995, Norwegian academic staff are required to have pedagogical education or teaching experience. Further training is the task of employer institutions, many of which offer pedagogical training for workers, mainly in communication and dissemination of knowledge.

3. OBJECTIVES, DESIGN, METHODS

The aim of the study is to identify, describe and compare models of courses in AT conducted at Slovak universities and to describe how the PCK of lecturers is acquired at particular HEIs.

Research question (1): What models of courses in AT exist in HEI in Slovakia?

Research question (2): What are the educational needs of university lecturers in higher education?

The research design for this study was a mixed-methods design. In accordance with this design, this study is composed of two phases; the first phase, qualitative data collection and analysis, was conducted to identify and describe the models of courses in AT. The second phase was quantitative data collection and analysis. The data is based on a survey with open and closed questions and document analysis.

The primary sources of the content analysis were 20 web pages of the public universities and Higher education institutions from all HEIs in Slovakia. The content analysis approach aimed at freely accessible web pages of the selected institutions. According to the Ministry of Education, Science, Research and Sport of the Slovak Republic, there are public universities (number 20), state (3), private (10) and foreign universities (6) operating in Slovakia (Minedu, 2023). From the overall universities, we analysed the available information about the pedagogical education and professional development of university lecturers at all public universities in Slovakia, since uniform legislative requirements apply to this group of universities.

A questionnaire survey for obtaining feedback from the respondents (the participants of the courses and workshops in AT) was used as a secondary research method. Surveys were obtained in 2021-2023. The data was analysed by statistical calculation or phenomenological analysis by the author. The study was based on a written survey containing a total of 22 open and closed questions and was emailed to 46 participants of the course at the Slovak University of Agriculture (SUA) of whom 29 completed it. The same questionnaire was sent to participants of the workshops in AT at the University of Ss. Cyril and Methodius (UCM) (27 answered). Informed consent, both in writing and orally, was obtained from all participants involved in the study, and anonymisation was ensured to safeguard privacy. Ethical approval of the primary data study was obtained from the Ethical committee at the investigated institutions.

4. RESULTS AND DISCUSSION

HEIs in Slovakia organise their own pedagogical education in various forms and models (as a pedagogical minimum) according to their needs and on a voluntary basis. From the overall 20 official web pages of the public universities, no information was found about further education provided for the lecturers at 10 of the analysed HEI (namely: Constantine

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the Philosopher University in Nitra; Slovak University of Technology in Bratislava; Academy of Performing Arts in Bratislava; Academy of Fine Arts and Design in Bratislava; Academy of Arts in Banská Bystrica; University of Prešov; Alexander Dubček University of Trenčín; University of veterinary medicine and pharmacy Košice; Catholic University in Ružomberok; J. Selye University). Identified models of courses in AT are summarised in Table 1.

Table 1.
Analysis of models of courses in AT at Slovak public universities.

University	Content of the course	Accreditation and organisational form	Source
University of Žilina	<u>Two level model:</u> 1. Course for PhD. students (23 lessons); 2. Course for the lecturers of engineering or economic orientation (116 lessons/2 years: 1 st year: Engineering pedagogy, ICT, Publication support; 2 nd year: Language education).	Internal Directive No. 200/2021: "Principles of the selection procedure for filling the posts of university teachers, researchers, professors and associate professors", and Directive 228/2022: "Professional Development of University Lecturers of UNIZA"	https://ucv.uniza.sk/vzdelavanie-zamestnancov-uniza/adaptacne-vzdelavanie/
Technical University of Košice	<u>Two level model:</u> 1. Pedagogical Minimum for PhD. students; 2. Course in AT for lecturers (204 lessons/2 years).	The course is optional. Accredited by IGIP ⁱ (title obtained - ING-PAED IGIP)	https://osv-ip.tuke.sk/
Technical University in Zvolen	<u>One level model:</u> 2 years course (204 lessons/5 blocks) - the curriculum corresponds to the IGIP criteria.	Actual information not found - the last information from 2016 refers to a 2 year course from September 2016 to January 2018.	https://cdv.tuzvo.sk/sk/kurz-vysokoskolskej-pedagogiky

Slovak University of Agriculture in Nitra	<u>Optional seminars:</u> - optional topics for lecturers (1 hour duration), who can choose from a list of 15 topics, the exact time and place is specified according to the interest.	Occasional seminars (webinars)/ workshops – optional - model is introduced since the year 2021; Previously – One level model: 3 semesters/2 years, accredited by IGIP 2016-2020; re-accredited 2021-2025.	https://www.spu.sk/sk/uppc-o-nas
University of Economics in Bratislava	<u>Three-level model:</u> 1. course for PhD. students (2 days/introduction to the AT); 2. course for novice assistant professors (2 semesters/76 lessons); 3. workshops for experienced teachers interested in selected issues (“Edubreak”).	- Education is carried out in accordance with internal directive of the rector of UE (No. 3/2014) “Pedagogical Education for Teachers of the University of Economics in Bratislava) - accredited by a British organisation SEDA ⁱⁱ	https://nhf.euba.sk/katedry/katedra-pedagogiky/professionalny-rozvoj
University of Ss. Cyril and Methodius in Trnava	<u>Two level model:</u> 1. Course for PhD. students - part of the study plans as an independent course - “Academic Teaching and Theory and Practice” (1 semester/26 lessons); 2. Occasional workshops under grants support (in 2012, 2014/2015 and 2022/2023).	- organisation, scope and content depends on success of the grants (e.g. grants: ESF ITMS 26110230104 Support for the development of human resources in research and development; NFP312010BF Q3 Support of the internal quality assurance system of higher education at UCM)	http://kped.ff.ucm.sk/sk/vysokoskolska-pedagogika/

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Trnava University	<u>Optional seminars:</u> -further education of teaching staff with a focus on ICT,	- pedagogical education is absent	https://www.truni.sk/centrum-dalsieho-vzdelavania
Matej Bel University	<u>Optional courses:</u> -Language courses; Effective methods of communication; Work-life balance; Creation and management of projects; MS EXCEL I.; MS EXCEL II.; Burnout syndrome and its prevention; Resilience; Problematic human communication and manipulation; Social protocol	- pedagogical education is absent	https://www.umb.sk/univerzita/zamestnanec-umb/kurzy-pre-zamestnancov-umb/
Comenius University Bratislava	<u>Pedagogical support center provides three level model:</u> 1. Courses in Academic teaching; 2. Workshops that present innovative educational methods; 3. Individual consultations for teachers;	-more information not found	https://fphil.uniba.sk/cpp/
Pavol Jozef Šafárik University in Košice	<u>Optional seminars:</u> Selected topics focused on working with ICT and various digital tools;	- pedagogical education is absent	https://portal.ccvapp.upjs.sk/activity/zamestnanci

-Academy of Performing Arts in Bratislava	<u>Information not found</u>		https://www.vsmu.sk/
-Academy of Fine Arts and Design in Bratislava			https://www.vsvu.sk/
-Academy of Arts in Banská Bystrica			https://www.aku.sk/sk/
-University of Prešov			https://www.unipo.sk
-Alexander Dubček University of Trenčín			https://tnuni.sk
-University of veterinary medicine and pharmacy Košice			https://www.uvlf.sk/
- Slovak University of Technology in Bratislava			https://www.stuba.sk/
-Catholic University in Ružomberok			
-J. Selye University			https://www.ku.sk/
-Constantine the Philosopher University in Nitra			https://www.ujs.sk/
			https://www.ukf.sk/

Results of the web pages' analysis prove that courses in AT have different organisation or content because some are based on internal directives of the particular institution, or they are organised as occasional courses organised and financed within grant projects and some of them are accredited by international organisations.

The analysis of the web pages was supplemented by a questionnaire survey on the opinions of participants who took part in academic teaching courses at UCM and SUA.

Results from the questionnaires revealed motivational factors of lecturers to further their education in AT: *a requirement of the head of my department; a condition for professional growth; my own interest; partly self-interest and uncertainty whether this will be a condition for the staff selection procedure.* Courses in AT are seen as very beneficial or partially beneficial, no response indicated that they were useless.

The participants from both universities identified lack of time as the first obstacle in their pedagogical development, this was followed by lack of offers for education and financial costs.

The participants would prefer in the future to take part in further education mainly in the field of psychology, followed by pedagogy and foreign languages. Fewer responses indicated an interest in ICT and the professional field of participant's specialisation.

Participants prefer courses to be in the form of *active learning, model situations, and presentations of practical tips for teaching.*

Particular areas which participants feel as weaknesses in their educational work are sorted by frequency of responses as follows: *applying a variety of teaching methods; creating didactic tests; nothing; communication with students; working with ICT; developing study materials for students; student results evaluation; ways of motivating students; time management.*

Selected suggestions expressed by the participants of the pedagogical education are:

PSUA2: *"The course in AT should be compulsory for all. I recommend it to lecturers as well as doctoral students".* PUCM2: *"Continue this activity, especially with PhD students who are often lost and often feel incompetent to teach..."* PUCM13: *"I would like to be advised how to be creative when lecturing, how to captivate students with my lecture, how to motivate students and teach them to think about the topic and to have their own opinion on the issue".* PUCM23: *"It would be better to define in advance for whom the course in AT is intended".*

There have been identified 3 models out of the seven categories described by Požarník (In Askerc Veniger, 2016), namely: monothematic seminars and courses from various fields; pedagogical workshops; initial education programs for beginning assistants or doctoral students.

Despite the prevailing positive opinions about the courses, we can weigh how true this picture is, or whether there could be sources of possible distortion of the results and the limits of the empirical research presented. Only successful graduates of the course (or workshops) completed the final questionnaire and a sense of euphoria in the spirit of "all's well that ends well" and a tendency to defend or overestimate the value of what we have achieved can also be a source of distortion. The results of the questionnaires could be influenced by the tendency to give socially desirable answers, which researchers count on in survey methods (Zel'ová, 2015; Krumpal, 2013). Although the questionnaires are anonymous and after the completion of the course the answers may be influenced by the opinion that further education and professional development is something they should care about.

Brief suggestions and recommendations that emerged from our results are:

- to ensure opportunities for pedagogical education for lecturers at all universities in the Slovak Republic (e.g. there is not a necessity to provide courses in AT at each university if there would be a possibility of participating in education outside their own workplace);
- continuously innovate and optimise the content of courses in AT according to the needs and opinions of the participants, which are based on the real needs of a specific group and the latest scientific knowledge;
- to increase interactivity in further education of university lecturers;
- to create a national system of financing further education of university lecturers;
- to organise permanent multi-level module systems of pedagogical education for the university staff aimed at specific groups of participants (doctoral students, young assistants, experienced university teachers, scientific workers, administrative workers, etc.);
- to support the motivation of university staff for further self-development by introducing various motivational tools in their further education;

- to emphasise the internationalisation of universities even through the research in higher education pedagogy and comparison of existing models of courses in AT in Slovakia with the international experience and good practice abroad.

The analysed models of courses in AT are situated mainly at traditionally non-teaching HEIs, engaged in engineering and economic education. These universities have a tradition and higher interest in the development of pedagogical skills in comparison to universities focusing on humanities, social sciences and teacher training study programs. Existing courses vary from occasional workshops and one-level models up to multilevel models. Organization of the courses in AT opens up many questions related not only to the scope and content but also to their financing, accreditation, etc. As stated Benedetti et al. (2022) conventionally training sessions, consisting usually of workshops, remain general and overemphasise policies, not providing sufficient preparation for in-service teaching. The authors propose to overcome these shortcomings by introducing a new methodology that is based on the use of peer teaching and self-reflection and that is both continuous and discipline-specific.

Investigated courses in AT at different Slovak HEIs have similar objectives, and they are to develop lecturers' PCK. Lecturers' motivational factors to attend the courses differ, but the majority are motivated by their intrinsic motivation, which is a positive result. The major suggestion that arose from the text is to establish a national system for funding the further education of lecturers with multilevel modular systems of their pedagogical education.

4. FUTURE RESEARCH DIRECTIONS

For future research, it would be beneficial to investigate the opinions among different groups of lecturers and PhD. students. The answers could be influenced by different types of participants and their different expectations, previous experiences and professional backgrounds, as they included PhD. students, novice lecturers, but also experienced university teachers in different functional and academic positions. Also, participants' previous education and professional focus could be diverse (from participants with previous teacher training to participants without any pedagogical training).

We are also aware of the fact that the sample of respondents from 2 universities does not provide a comprehensive view of the importance of pedagogical education and educational needs in the environment of all public universities. This was only a small probe into the given issue and needs to be further investigated.

As it emerged from the analysis of the results of our investigation, universities currently organise their pedagogical education according to their financial and personnel capacities, according to their specific needs and possibilities and on a voluntary basis. In the past passing an AT course was obligatory for the habilitation and inauguration processes at one of the Slovak universities - Slovak University of Agriculture (Minimálne kritéria, 2008) such as it still is in some other countries, for example in Slovenia (Askerc Veniger, 2016). Courses in AT at some of the universities are also held in the form of the occasional courses organised and financed as part of successful grant projects. Therefore, the question "What is the most effective organisational form and model of the pedagogical education of university lecturers?" should be investigated in the future.

According to our results, we agree with the opinion of the authors Petříková and Váradyová (2019) that the educational standards of higher education pedagogy and courses in AT in the conditions of Slovakia are currently not set. It is necessary to search for the optimal requirements that should be set by the institutions and the national decisive bodies.

Future research direction is to investigate not only the opinions and attitudes of the course graduates and their personal needs in further education but the real efficiency of the courses among the stakeholders.

The search for a variety of good practices surveys and opinions of participants and graduates from various models of pedagogical education can be good sources of inspiration for higher education quality improvement. Organising courses in AT and the further education of university lecturers at several Slovak universities opens up many questions regarding not only the scope and content but also their financing, accreditation, etc.

5. CONCLUSION

Currently, the lecturer's PCK is a necessity, and the requirements for its acquisition and development in various forms of further education, such as adaptative, innovative, or updating education, are also defined for teachers at lower levels of education by Act No. 138/2019 on teaching staff and professional staff (Zákon 138/2019), but they are not defined for university lecturers (requirements are absent in the Act No. 131/2002 on Higher Education Institutions (Zákon č. 131/2002) and Act No. 269/2018 Coll. on Quality Assurance of Higher Education (Zákon 269/2018). However, based on our results, not even half of the Slovak public universities are aware of the need to acquire and develop the pedagogical competence of university lecturers.

From a total of twenty analysed publicly available websites, no information was found about the pedagogical education for lecturers and the staff of the HEIs at half (10) of the universities. We assume that if this information has not been published, the respective university does not ensure the further education and development of its lecturers. The remaining 10 universities according to the publicly available information provide various types of further education, but 3 of them lack any kind of specific pedagogical education. The educational activities for lecturers at these 3 HEIs were focused only on the field of ICT, work with various digital tools, project management and publication activities. Further, 7 HEIs were identified as providing their staff with education in the field of academic teaching, respectively in selected topics related to higher education, but these educational models provided at particular institutions differ in content, scope and frequency, commitment, financing and also in forms and methods of education. The existing courses are implemented as occasional workshops, optional one-off seminars, single-level models of courses in AT with no differentiation in the content up to multi-level models of pedagogical education with differentiated content according to the specific group of participants.

Regarding the experience of the participants, the majority of respondents confirm their positive feedback on the completed course formally (during final colloquiums and through questionnaires) as well as informally through personal statements, even though they also state some of their suggestions for improving the quality of the courses (differentiation of content according to the target category of university teachers in the case of 1-level models of education; re-evaluation of the form of education; increasing the ratio of activating teaching methods, etc.). Similar results are reported by Zeľová (2015), according to which the majority of graduates of courses in AT do not see completing the course as a means to facilitate obtaining a job or a bonus during habilitation, and only 4% of graduates state that they would not enrol in the course again. Most would speak positively about the course to potential applicants, and their colleagues. Similarly, as they heard it themselves, they would also argue mainly about the usefulness of the course for pedagogical practice and the broadening of the horizon. Only a tenth of the graduates considers obtaining a certificate from the course to be a decisive benefit. Most of those who sign up for the course have a positive image of it based

on information from colleagues - graduates. This is confirmed by almost everyone who completes the course, and they then tend to recommend the course to others.

As for the educational needs of the surveyed participants, the majority would prefer education and training in psychology, followed by pedagogy with a focus on issues connected to teaching methods, tools for the assessment and evaluation of students, pedagogical communication and the ways of motivating students. The other issues that should be included in their further education are: work with ICT; developing study materials for students and effective time management. To support the teaching activities of higher education lecturers and their PCK development is a need for a quality education. Efforts for the support of the lecturers' pedagogical education have been growing over the years and we are sure that it should be a well-established practice in the future of higher education.

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ⁱ Internationale Gesellschaft für Ingenieurpädagogik (eng. The International Society for Engineering Education) <https://igip.org/>

ⁱⁱ SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. <https://www.seda.ac.uk/>