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THE QUALITY ASSESSMENT METHODS OF TEACHING IN CZECH REPUBLIC

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Abstract:

The University of West Bohemia in Plzeň is the only one public higher education institution in the Pilsen Region. The evaluation of the quality of teaching and the evaluation of education at universities, methods of evaluating teaching and assessment are one of the key criteria for university evaluation. At present, a pilot project of the ESF project of the University of West Bohemia in Pilsen was realized and one of its activities is focused on "Improving Educational Activities and Modern Educational Trends" and on the subsequent implementation and reflection of student education with new teaching methods. The pilot survey was conducted in May and June 2018 in 79 in-depth interviews. The results analyze in detail the views of the students - taking into account the extension of pedagogical competencies within the framework of the career order. The aim of the project is a comprehensive system of interconnection of the education of academic staff in the area of increasing pedagogical competencies with introduction of new teaching methods into practice and taking into account the extension of pedagogical competencies within the framework of the career order.

Keywords:

Quality of teaching, methods of teaching, educational activity, university, students

JEL Classification: I21, I29, I23

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1 Introduction

In a comprehensive approach this is pointed out in earlier declarations aimed at harmonizing the construction of the European Higher Education System. The Sorbonne Declaration of 1998 states that “Europe... must be a Europe of knowledge... It must be universities that will largely create this dimension and will play a major role in its development... and work will undergo major changes to diversify vocational education where lifelong learning becomes a clear obligation. We owe our students and our society a higher education system in which they are given the best opportunities to seek and find their areas of excellence.” (European Higher Education Area, 1999). All other successive European Councils have consistently stated that European universities must contribute to the creation of a Europe of knowledge. “The ways of living and working are changing rapidly. This means not only that individuals have to adapt to change, but also that established ways of working must be changed... to accompany a successful transition to a knowledge-based economy and society. That is why European education systems are at the core of the upcoming changes” (European Higher Education Area, 1999).

These long-term approaches are also reflected in the Amendment to the Higher Education Act, approved in 2016. This obliges universities to ensure the quality of educational, creative and related activities and the internal quality assessment of these activities in Section 77b. The text of the Act states that: “The university is obliged to implement and maintain a system of quality assurance of educational activities in cooperation and mutual relations of the university with other universities, public research institutions and other legal entities engaged in research, experimental development or innovations, employers of graduates, entrepreneurs in the industrial and commercial spheres, business associations and other persons or bodies performing, supporting or using the educational or creative activities of universities or its results.” (Amendment to the Higher Education Act, 2016).

Students are increasingly subject to the educational process and, at the same time, in terms of marketing strategy, also university customers (Vasutova, 2002). Not only the level of the educational process, the quality of teaching staff, but also the students' satisfaction with the school and their perception of the functioning of the faculty or university form the image of every university. Students' opinions on methods of education and educational activities, concrete implementation projects, curricula and texts, didactic techniques (including goals and achieved results) can bring for the current millennium generation and for generations the following additional incentives to improve the activation methods, eventually. create new. (Safrankova, Sikyr, 2018)

The internal evaluation of the quality of teaching and the evaluation of education at universities, methods of evaluating teaching and assessment are one of the key criteria for university evaluation. The level of the education system at the university is indicative of its quality and has an impact on the opportunities of its graduates in the labour market. (Tureckiova, Veteška, 2008; Veska, 2013))

Continuous improvement of teaching must be permanently implemented in the pedagogical process, which requires increased demands on students and teachers, systematic awareness, explanation of the benefits of change for both parties, training of teachers and methodological assistance, including the use of feedback mechanisms such as teaching assessment, teacher satisfaction surveys and students. (Lorencová, 2017)

The paper is based on author longitudinal research by many projects concerning to quality of teaching and on last results research on methods of teaching at the University of West Bohemia in Plzeň in Czech Republic. The University of West Bohemia has been systematically and for a long time engaged in improving the quality of teaching. Currently, the ESF project of the University of West Bohemia in Pilsen (CZ.02.2.69 / 0.0 / 0.0 / 16_015 / 0002287) is being implemented. One of the parts of this large-scale project within Activity 2 is the analysis of teaching methods, which is aimed not only at improving the quality of the educational process, but also at directing educational methods towards student activity so that the educational methods meet the needs of contemporary students. In order to analyse the quality of teaching and the educational process, the method of in-depth interviews with students was used for the pilot investigation, which will be followed by a questionnaire survey aimed at evaluating the quality of teaching methods in the next stage at the beginning of 2019. The results of the questionnaire survey should be used to extend (precise classification, delimitation, definition) activation methods of teaching at all nine faculties of the University of West Bohemia.

Assessment of the teaching is verified by a regular questionnaire survey (at the end of each semester) and at present, a pilot project of the ESF project of the University of West Bohemia in Pilsen was realised and one of its activities is focused on "Improving Educational Activities and Modern Educational Trends" and on the subsequent implementation and reflection of student education with new teaching methods.

The University of West Bohemia in Pilsen as the only public higher education institution in the Pilsen Region pays systematic and long-term attention to the problem of quality evaluation of educational and creative activities. The Department of Quality of the University of West Bohemia is responsible for the creation and operation of the quality assurance system for educational and creative activities and related activities and the internal quality assessment of educational and creative activities and related activities. and creative activities and related activities of UWB, performs analytical activities and provides methodological assistance in the field of quality assurance. It is governed by the basic material related to the issue of quality assurance at UWB, which is the internal regulation of UWB: "Rules of the system of quality assurance of educational, creative and related activities and internal evaluation of educational, creative and related activities of the University of West Bohemia" July 2017.

University management is aware of the fact that the internal evaluation of the quality of all activities is one of the key criteria for the evaluation of a university. The level of the education system at the university is evidence of its quality and also affects the possibilities of its graduates on the labour market. Systematic attention is paid to the continuous improvement of teaching quality, the conclusions are monitored and evaluated. In the LLL regime, a system of educational courses is created (and systematically developed and supplemented) aimed at developing the pedagogical competences of university teachers, including the use of feedback mechanisms.

In 2019 to establish a questionnaire survey focused on the evaluation of quality teaching methods. In addition to conducting structured interviews with students, the team of university staff in the ESF project is also preparing an assessment of the quality of teaching by the teachers themselves. The aim of the University of West Bohemia is to create a comprehensive system of interconnection of education of academic staff in the field of increasing pedagogical competencies with the introduction of new teaching methods into practice.

2 Goal and Method

The goal of the paper is analyse approaches of university students to quality of teaching methods. The research questions is: Which teaching methods to development of knowledge and abilities university students prefer and why? The result is a detailed analysis of students (respondents) opinions on the quality of teaching and on individual teaching methods.

The pilot survey was conducted between May and September 2018 in the form of 79 in-depth structured interviews. The respondents were very active and motivated students, members of the Academic Senate and student organizations, as explained in the introduction.

Selected students, especially those of higher grades, were trained for the pilot in-depth interviews. On average, there were 3-4 students (interviewers) per faculty. Trained interviewers conducted in-depth interviews with students, mostly over one hour. Students had at their disposal a detailed scenario of a controlled interview, recorded the interview after the respondent's consent and then rewrote it for evaluation.

The structure of respondents reflects the opinions of selected students from seven faculties (from the Faculty of Mechanical Engineering - 15 students, from the Faculty of Law - 11 students, from the Faculty of Philosophy - 13 students, from the Faculty of Education - 14 students, from the Faculty of Economics - 6 students and from the Faculty of Electrical Engineering 10 students). According to study years, 15 students' study in the bachelor program at the end of the first year, 23 at the end of the second year and 22 at the end of the third year, 19 students are in the master's degree.

The interview identifies respondents (faculty, year, field of study, study average, gender), questions about students' opinions on study, such as their interest in study, field of study, favourite and unpopular subjects, overall satisfaction with the study at the University of West Bohemia and possible experience from studying abroad.

There are 32 key questions, focusing on different perspectives on the evaluation of individual teaching methods. The respondents first answer the questions as to how they would ideally study the field of study at university (ratio of lectures, exercises, other activities) and which activities motivate them to learn, anchor knowledge and develop skills, including the development of analytical and critical thinking. In the second key part of the in-depth interview, respondents describe in detail the reality of using and evaluating teaching methods in terms of creating and fixing knowledge and skills development (breakdown into lectures, exercises and other teaching methods), giving examples of good practice but on the other hand approaches of teachers.

The questions also deal with the way of lecturing and the approach of teachers to students in seminars and seminars. Since most of the courses at the University of West Bohemia are processed in the STAG system in the methodology of learning outcomes, students are also asked about the relation of teaching to these learning outcomes. In the final questions there are also questions about the environment in the classrooms and the schedule of lessons depending on the activity and motivation of the student to study.

3 Results and Discussion

Given the nature of the interview (in-depth interview), students interested in studying were particularly interested in answering questions. However, the aim of the survey is to obtain as many incentives to improve the quality of teaching methods. Half of the respondents said they were interested in the field they were studying, the other half said they were studying primarily for good future employment in the labour market. Respondents state that they enjoy studying, that they are interested in the field of study and that they are generally satisfied with the studies at individual faculties. Only 4 students from 79 respondents have experience from abroad

A standardized interview aimed at evaluating the quality of teaching, teaching methods, and the functional use of activating teaching methods serves to obtain information about the opinions of students of individual fields of study at all UWB faculties in Pilsen on the current state of this teaching issue. It focuses on the perception and description of the possible ideal state, and on proposals for its improvement so that the teaching better responds to current students, motivates them to study and at the same time preparing them for the labour market.

The results of the processed interviews serve as suggestions for further possibilities of activating teaching. The outcomes of the survey will be the basis for the content aspects of lifelong learning programs intended for further education of teachers at UWB (they will be gradually implemented into the career code).

Ideas about ideal teaching.

All interviewed students are satisfied with the ratio of lectures and exercises or seminars, as the ideal ratio stated the ratio of lectures and exercises 1: 1. For small study groups they stated that "there is no need to differentiate, they can be intertwined, there should be theory and examples from practice." , activity everywhere should be required, lots of contact, questions, sometimes homework or elaboration and then discussions, more exercises and less lectures, lectures and exercises should be in the near term, a week is a long time. More group projects, group work, ongoing tests."

Quality teaching - lectures, exercises.

All the students surveyed more or less agree that quality teaching is one that "I will enjoy and motivate me to look for more. If the teacher can impress, I like it. The person who leads the class should respond and answer the students' questions, the teacher's willingness to the students in cases where they do not understand something, respect for the students, order and organization in the classroom. The teacher should have an outline. We do not have it and I do not like it.

There should also be discussion and activity. I think it starts with a teacher who gives lectures, because if a teacher likes it, it will certainly be reflected in his speech, and if he can attract me, and things that would not interest me, I can get excited. It depends a lot on the educator and my interest. Teaching that has some added value, even outside of quality lectures, ie the teacher should give it so that the student can better imagine it on a concrete example and in practice. Perhaps through debates, that the student can learn by showing interest and motivating him to teach."

Interesting topics repeated:

"Attendance at lectures could be compulsory and the student should be motivated, activity everywhere should be required, a lot of contact, questions, sometimes homework or elaboration and then discussion, more exercises and less lectures, lecture and exercise should be in the near future (week is a long time), more group projects, group work, ongoing tests".

All the students interviewed more or less agree that quality teaching is one that:

- "will entertain me and somehow motivate me to look for more,
- if the teacher can impress, I like it,
- the person leading the class should respond and answer students' questions, "
- teacher-friendliness to students in cases where they do not understand something, "
- respect for students, order and organization in teaching"
- the teacher should have a syllabus (they do not have it here and I do not like it)".

All the students interviewed more or less agree that quality teaching is one that:

- "there should also be discussion and activity, "
- starts with a teacher who gives lectures, because if a teacher enjoys it, it will surely be reflected in his speech, and if he can impress me, things that I don't care about can get excited for them,
- teaching that has some added value, even outside of quality lectures; the teacher should give it so that the student can better imagine it on a concrete example and in practice,
- Debates, for example, for the student to take knowledge by showing interest and motivating him to teach"

The interviewed students emphasized also during lectures that the teacher should continuously ask questions and thus activate the students during the lecture.

- There should be room for self-testing. And so, try it yourself to engrave it. So, with the physical memory - when I mention the practice that you've done it before. Or go to the board to see what mistakes you make or someone else. It is better than the teacher writing alone."
- "Methods where the student has to defend his or her views so that the lessons direct students to develop an activity (a project that they have to defend, debates) where they work on something specific and defend the outcome of their work, or try to understand more. ""
- "Duty to present and deliver the subject yourself, teamwork."
- "We get the materials and we should have homework and work at home."
- "We should be obliged to come, give something and we must be internally motivated."
- "If I want to talk specifically, I like it when we have to invent something actively. I don't like it when it's just a teacher's interpretation."
- "I like to do something at home, send it to his mail, and he will evaluate it and write it off to us.""

- “Because everyone learns about the exam and this forces us to learn in advance. One should create and invent something in a given topic. At the same time, it must construct it. Think about the problem yourself.”

When we asked "Which teaching methods develop critical thinking?"

- “Individual project - semesterly work. It seems to me that this is an ideal seminar when we can discuss with the teacher. Basically, it builds the cantor in the pupil, because if the cantor does not tell him that it does not always have to be, and of course, as students, it will not immediately, if we do not orientate in it completely.”
- “More people in the classroom - more opinions, insights, practice, homework and teacher feedback.”

When we asked "Which teaching methods develop critical thinking?"

- “Discussions, conducting interviews, opposing the topic, creating team presentations. In my opinion, it should be a method of teaching where they give us two different views so that we can deduce our own. ””
- “Using multiple sources to form our own opinion. It should not only look at information that one remembers, but whether it understands it. That's the foundation for me.”
- “There should be an open-ended part of the exam, it should be about testing the ability to respond to a problem, solve it. Not just by writing a bunch of information. But he has to think about it and solve the problem. By a learned path, but not by heart. ””

All respondents agree that they prefer activating teaching methods, both guided discussions and group work, guided discussion within the group and its presentation.

From the point of view of lectures, they prefer lectures with activation elements, in which the teacher continuously asks questions and students answer them.

The repeated demand for homework during the semester and on the basis of their work in exercises or seminars can be considered as a significant stimulus for reflection.

Although, as stated at the beginning of this section, students motivated to study often responded, it is positive that the negative elements in education were only rarely reflected.

The interviews show relatively high satisfaction with current methods used in teaching. The results of the processed interviews will serve as suggestions for further possibilities of activating teaching.

More detailed results will come from a representative questionnaire survey, which will be carried out in 2019. The survey outputs will be the basis for the content aspects of lifelong learning programs intended for further education of teachers at UWB (they will be gradually implemented into the career code).

The interviewed students emphasized also during lectures that the teacher should continuously ask questions and thus activate the students during the lecture. At the same time, there is a recurring demand for ongoing homework. “There should be room for self-testing. And so, try it yourself to engrave it. So, with the physical memory - when I mention the practice that you've done it before. Or go to the board to see what mistakes you make or someone else. It is then better than when the teacher writes himself.

Methods where a student has to defend his or her views to teach the students to develop an activity (a project they need to defend, debates), where they work on something specific and defend the outcome of their work, or try to understand more perspectives. ” present and present the subject matter yourself, work in teams. We get the materials and we should have homework and work at home. We should have an obligation to come, to give something, and we must be internally motivated. If I have to speak specifically, I like it when we have to actively invent something ourselves. I do not like it when it comes to the teacher's interpretation. I like it when we have to do something at home, send it to his mail and he will evaluate it and write it off to us. Everyone is learning about the exam and this forces us to learn in advance. One should create and invent something in a given topic. At the same time, it must construct it. Think about the problem yourself.

A method of teaching that develops critical thinking

When asked which methods of teaching develop critical thinking, the students asked, for example, “an independent task on a project - a semester work. It seems to me that this is an ideal seminar when we can discuss with the teacher. Basically, it builds the cantor in the pupil, because if the cantor does not tell him that it does not always have to be, and of course, as students, it will not immediately, if we do not orientate in it completely. More people in the classroom - more opinions, insights, practice, homework and teacher feedback. Discussion, conducting interviews, opposing to the topic, team making presentations. I think it should be a method of teaching where they give us two different opinions and we should deduce our own. Using multiple sources to form our own opinion. It should not only look at information that one remembers, but whether it understands it. That's the basis for me. There should be an open-ended part of the exam, it should be about testing the ability to respond to a problem, solve it. Not just by writing a bunch of information. But he has to think about it and solve the problem. By a learned path, but not by heart.”

In-depth interviews show that students who are interested in studying and studying are generally satisfied with teaching methods at UWB. At the same time, all respondents agreed that they prefer activating teaching methods, both guided discussions and group work, guided discussion within the group and its presentation.

Description of the process of discussion and use of evaluation results at individual management levels, incl. academic self-governments (senates, etc.) The University of West Bohemia has long been devoted to the description of individual study subjects (included in the curriculum) in terms of the Q-RAM methodology. The aim is that the learning outcomes of the courses correspond to the defined profile of the graduate of the study program. In this context, of course, it is essential to pay constant attention to the perception of students' fulfilment of the declared learning outcomes. It is verified by regular questionnaire survey (at the end of each semester). Questionnaires are entered and evaluated electronically as part of the evaluation process. It is the responsibility of the program guarantor (and course guarantors) to work with these conclusions.

4 Conclusion

In-depth interviews show that students who are interested in studying and studying are generally satisfied with teaching methods at UWB. At the same time, all respondents agreed that they prefer activating teaching methods, both guided discussions and group work, guided

discussion within the group and its presentation. From the point of view of lectures, they prefer lectures with activating elements, in which the teacher continuously asks questions, and students answer them. The repeated demand for home preparation during the semester and on the basis of it work in exercises or seminars can be considered as a significant stimulus for reflection. Although, as stated at the beginning of this section, students motivated to study often responded, it is positive that the negative elements in teaching were only rarely reflected. Overall, the interviews show a relatively high level of satisfaction with current teaching methods. More detailed results will come from a representative questionnaire survey, which will be carried out in 2019.

This paper summarizes the current results of the authors' research focused on quality of teaching methods. Firstly, the results confirm the main findings of earlier studies cited above and show some interesting tendencies in the students' analyses of quality methods of teaching that should be well analysed and discussed. These tendencies lie in the fact that students are very motivated to learn and study by best practice examples, but in this connection, they complain of theoretical subjects with connections and practical applications. This satisfaction can increase the motivation of students to study.

Secondly the results show reflection on knowledge, abilities, ability to analyses, to critical thinking seeing by students. Through questions, it was found that the following competencies are used by teachers for development of university students knowledge and abilities.

New approaches in teaching - teamwork, context development, analysis. New possibilities for further research in the area of changing key competences, motivation and employability of university students, especially in the area of human resources management and diversity management in the management of various groups of workers.

The results analyse in detail the views of the students - respondents on the quality of teaching and on the individual teaching methods. The results are in Methodology of teaching methods and too the system of training of academic staff focused on teaching methods is being developed. The aim is a comprehensive system of interconnection of the education of academic staff in the area of increasing pedagogical competencies with introduction of new teaching methods into practice and taking into account the extension of pedagogical competencies within the framework of the career order.

The scientific value of this paper is analyses of university teacher competencies towards active methods of teaching in Czech Republic.

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