Strengthening Teaching Competences in Higher Education in Natural and Mathematical <u>Sciences</u>

STRENGTHENING TEACHING COMPETENCES - A FEW QUESTIONS AT THE BEGINNING

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**TeComp** 

## The main issues to be analyzed and questioned

- Importance and motivation for strengthening teaching competences in university surrounding
- The main pedagogic and educational goal/goals we want to achieve
- The basic pedagogic principles we should rely on
- Readiness to implement new teaching practices
- Readiness to implement new technology in educational practice.





## **Importance and motivation**

- Are teaching competences important for the quality of teaching practice?
- Are all the stakeholders aware of how important strengthening teaching competences is for achieving quality teaching? (European Commission, National Ministry of Education, universities, university teachers, students...)
- Do university teachers continuously improve their teaching competences?
- What are the factors that motivate university teachers to improve their teaching competences?
- How can this project help them?

The greatest wrong, the greatest treason, is to do the right thing for the wrong reason.

~ T.S. Eliot, *Murder in the Cathedral* 





Teaching competences – instruments for achieving greater goals

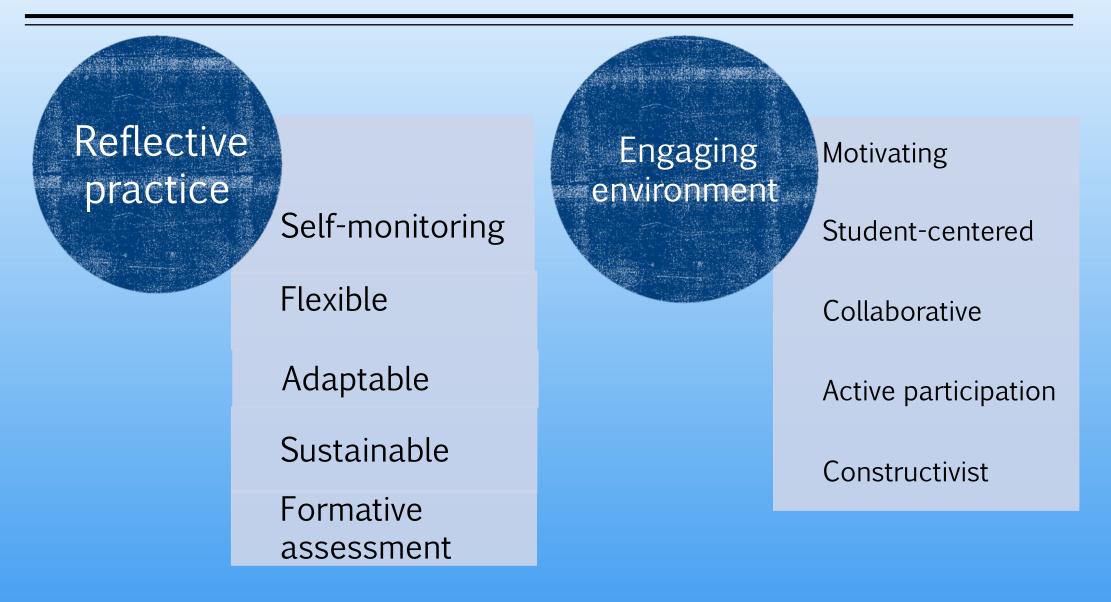
It is quality enhancement of teaching and learning processes and better outcomes for students, teachers and institution.

- Do we want to achieve a reflective educational practice?
- And, if yes, how will we do it?
- Do we want to achieve engaging and challenging learning environment?
- And, if yes, how will we do it?





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### **Pedagogic principles**

- Which pedagogical principles should our teaching be based on?
- Are they present in our educational practice?
- Do our teachers believe the listed principles provide quality?
- Are our teachers ready to develop transferable skills at the expense of formal knowledge?

- Academic challenge
- Concern and respect for students' learning
- Interaction and Collaboration
- Engagement and motivation
- Individualization
- Personal development and integrity
- Pedagogical pluralism

## **Teaching practices**

- Does content based teaching still dominates university classrooms?
- How prepared are our teachers to function in learner-centered classrooms and support personalized instructions?
- How ready are our teachers to engage students not just as consumers but also as producers of content?
- Are our teachers ready to genuinely connect and collaborate with students?
- Do our teachers really understand learning process?





## New technologies in education

- How prepared are our teachers to continuously learn new technologies?
- Are they ready to apply blended learning, i.e. to combine face-to face teaching with online resources?

*ICT and open education principles complement each other like two sides of the same coin.* 

M. Menon

- Are they ready to apply flipped classroom methods?
- Are they ready for web supported pedagogy (Social networks, blogs, Wikimedia) with accent on students sharing, not consuming content?
- In what way we can best use ICT in our practice, to engage, to connect, to personalize, to provide feedback...?







#### Overview

#### Goals

Reflective practice

Engaging environment

#### Principles

- Academic challenge
- Interaction and collaboration
- Engagement and motivation

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- Individualization
- Personal development and integrity
- Pedagogical pluralism

#### Teaching methods

- Active learning
- Student centered

- Problem-solving, discussions
- Group or team work, workshops

#### Individual engagement

- Social engagement
- Communication

- Opinion and knowledge sharing
- Providing feedback
- Critical and creative thinking





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## Thank you for your patience!