# Report on current state of teaching and learning in higher education at the University of Ostrava

The University of Ostrava was established in 1991 with three faculties (Faculty of Education, Faculty of Arts and Faculty of Science). In 1993, the Faculty of Health and Social Studies was founded. In 1996, the Institute for Research and Application of Fuzzy Modelling was founded. In 2008, the Faculty of Social Studies was founded and the Faculty of Health Studies was transformed into the Faculty of Medicine.

The University of Ostrava has become a significant educational and research institution, which also emphasises the so-called third role of a university: social role. It is an important player in the field of social and cultural events in Ostrava and across the region. It directly takes part in organising events for the public (for example, Ostravská Noc vědců, Jsme Ostravská!, etc.) as well as through students, graduates, and academics. The cultural spectrum is thus enriched by university diverse and sophisticated impulses.

Numbers of students at UO
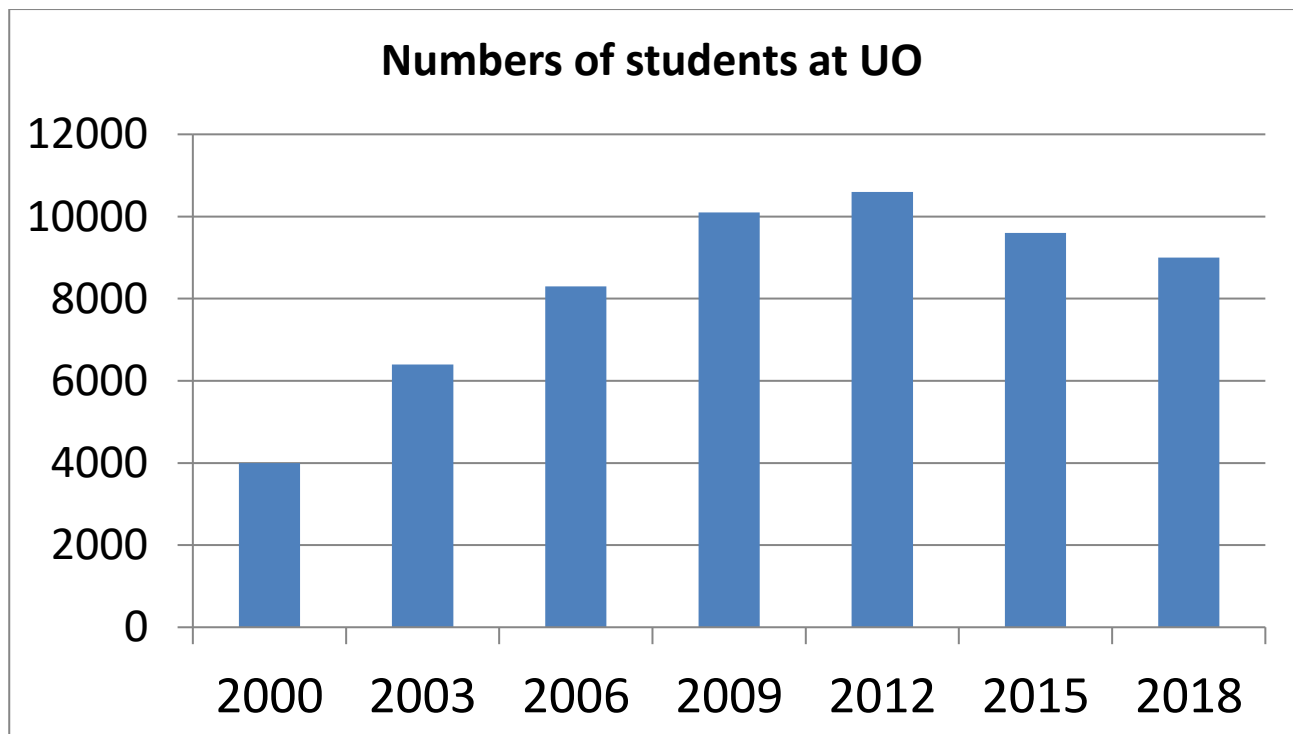
The research staff at the Institute for Research and Application of Fuzzy Modeling, who is engaged in the ERASMUS+ project, primarily participate in the education of students from the Faculty of Science. The following shows the structure of the Faculty of Science.

Structure and basic data of the Faculty of Science

- Department of Biology and Ecology
- Department of Chemistry
- Department of Physical Geography and Geoecology
- Department of Physics
- Department of Informatics and Computers
- Department of Mathematics
- Department of Human Geography and Regional Development
- Department of Foreign Languages

Teaching in English

All faculties of the University of Ostrava (UO) offer education of selected courses in English. The education is mostly supervised by junior pedagogues (less than 12 years of practice) as well by senior pedagogues (12years+ of practice) as most of them experienced their studies in English. In addition, the UO offers its employees the possibility to regularly take part in courses of English. Within the ERASMUS+ programme, the UO is a destination for foreign students. Most of pedagogues prepare individual education for these students in English. The UO also offers job positions to foreign pedagogues through open selection procedures. Consequently, some courses are taught in English and certain faculties and research institutes hold regular scientific seminars in English with invited foreign guests. The following table provides an overview of programmes offered to students in English.

Bachelor's Degree Programmes		
English Philology	3 years	B2
Mathematics	3 years	B2
Master's Degree Programmes		
English Philology	2 years	C1
General Medicine	6 years	B2
Mathematics	2 years	B2
Doctoral Degree Programmes		
Mathematics	4 years	C2

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English Philology	4 years	C2
Social Work	4 years	B2

Pedagogical education

Generally in the Czech Republic, university pedagogues do not have to have pedagogical, psychological, and methodological education to be able to teach in the higher education sector. That is why only some pedagogues had this education during their formal education, primarily the teachers of the Faculty of Education, who had to undergo this education obligatorily.

Quality feedback – students

The area of the quality feedback to the educational activity was significantly changed in 2018 by modifying the quality feedback questionnaire. In 2017, a working group for evaluation of the quality of education was established. In 2018, it submitted a proposal to modify students' evaluation. The proposal was based on state-of-the-art research works in the area of evaluating the quality of education in the university environment.

The students, therefore, anonymously answer several questions in the questionnaire regarding the education (teacher's approach, quality of lectures, educational premises, schedule, etc.) and they can also comment on it. They can point out teacher's weakly engagement in the realisation of teaching. The results are made public on the UO website, then discussed with the vice-deans for studies and then solved at individual faculties. It is the opportunity for the UO employees to get feedback, think over it, and in case of critical comments to launch a process of changes or to confirm the correctness of the content and the form of their teaching. Each evaluation is a step and effort to improve the educational activities at the UO. The evaluation result assessment from the past years has already led to a number of improvements. For instance, technical equipment of several classrooms has been renewed, there are new portal applications, courses have been innovated, and several teachers changed.

In 2018, the University of Ostrava also received feedback from its graduates through their participation in the national survey Absolvent 2018 as well as a European one – Eurograduate. The questionnaires were open for the graduates from October to December and the University of Ostrava addressed 7,997 graduates in total; graduates from 2013-2017. With respect to the time of the survey, the results were not published in 2018, which is expected in the second half of 2019.

Another target group to provide its feedback to the University of Ostrava were students of the 1st year of 2018 across all study programmes. This questionnaire survey was focused on the quality of information about the offer of study programmes at the University of Ostrava and the way how

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the students learned about the University of Ostrava. The survey was actively taken by 803 students of the 1st year of all study programmes (the questionnaire response rate was 23 %). The main finding was that an overwhelming majority of the students considers webpages as the key source of information about the university. Based on the questionnaire survey results, works to improve the information provided on the university website were initiated to be ready to serve the entrance examination procedure in 2019.

Quality feedback – employees

Regarding the quality feedback in the area of services for employees, the University of Ostrava held a vast survey among all employees in 2018. The survey had a form of an electronic questionnaire and it was anonymous. The response rate was 60 %. The questionnaire was primarily focused on the quality of working conditions for individual groups of employees, ethical aspects, knowledge and support of the university strategy, employees' benefits, wage conditions, etc. Based on the survey results, an action plan for further steps has been prepared. The plan covered the area of improving the conditions for employing research staff within the preparation for HR Awards acquisition. Other measures included a proposal of a new internal wage regulation (academic and non-academic staff wage tables have been merged), finalisation of the proposal of the Career Regulation and Labour Regulation, which modified the procedure of settling conflicts between employees, etc.

Technical means for education

The full-time and distance form of studies at the UO are supported by the possibility of on-line courses (Moodle) available on the UO website. Moodle is developed as a tool enabling to realise educational methods, support easy publishing of study materials, create discussion forums, collect and evaluate electronically submitted assignments, and create on-line tests and presentations.

At the Faculty of Education, there is a new Department of ICT, which focuses on the issue of ICT in education. It deals with the area of personalised education, eLearning, multimedia, mobile devices, and social networks within the framework of being used in education.

The approach of the pedagogues to the use of ICT in education is positive. Therefore, they support students in teamwork and actively engage them in the educational process, e.g. through student presentations and subsequent discussions. ICT teaching supports the students in creative thinking, development of informatics thinking as well as prepares them for practice. The students are more open and communicative with their surroundings; therefore, they find the use of ICT in education interesting and entertaining.

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