



Framework for Effective Teaching at Charles University

The Framework for Effective Teaching at Charles University (further referred to as "the Framework") identifies essential pedagogical competences of teachers at Charles University and offers them a map leading to effective teaching. It is only legitimate that all teachers at Charles University want to be regarded as those who teach effectively. But what does it actually mean? What does an effective teacher emphasise in their teaching? How do they plan their courses? How do they interact with students? How do they provide constructive feedback? How do they make effective use of digital technologies? The Framework offers answers to these questions.

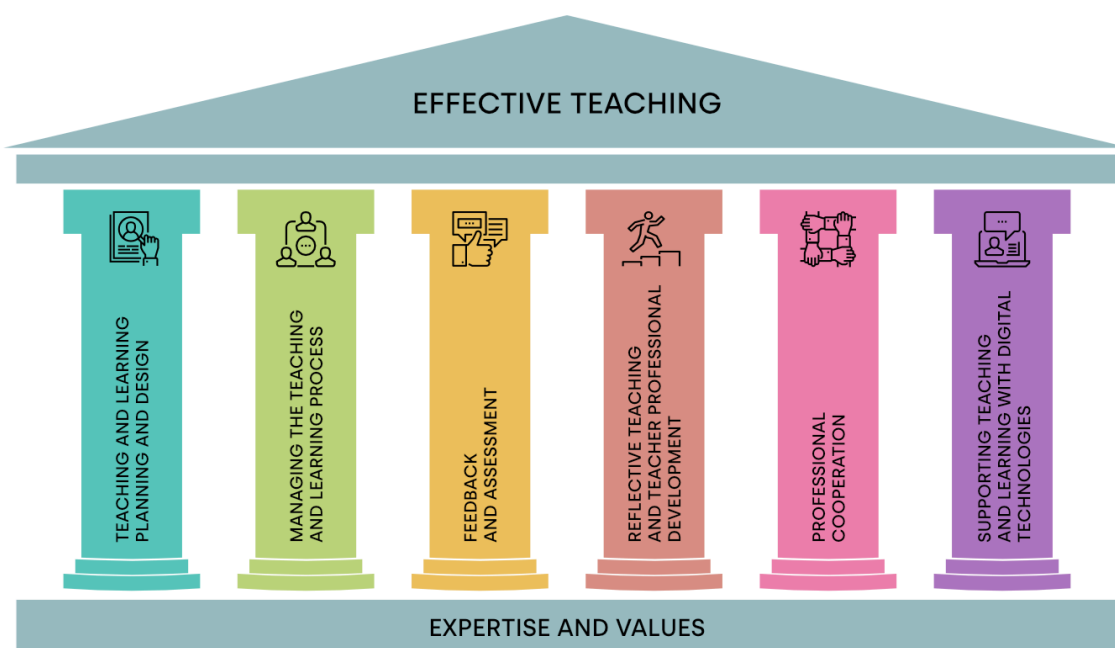
The Framework is primarily intended for teachers of undergraduate study programmes, but we strongly believe that many of the competences listed here are also relevant for PhD student supervisors. The Framework understands competence as an ability to apply knowledge, skills and attitudes in various contexts, which is in line with the [European Qualification Framework](#) and the [Strategy for the Education Policy of the Czech Republic up to 2030](#). It presents an overview of effective teaching standards that should serve as a support for continuous improvement of one's teaching practice. It offers academic staff a guiding map that provides information on what one can focus on when they wish to improve their teaching. The Framework should serve as a source of information about effective teaching and inspiration for improvement. The core principle of the Framework highlights the importance of academic staff, whether they focus solely on education or engage in a combination of research and teaching, continually enhancing the quality and impact of their teaching activities as they professionally develop, be it at the beginning of their academic carrier or any later stage. Lifelong learning of teachers is therefore one of the main focuses of the Framework.

The Framework also has a significant role as a supportive scaffolding tool which can guide the teaching and learning centres at the faculty level and the instructors of pedagogical skills courses. It identifies interdisciplinary competences that pedagogical skills courses at Charles University should train and help to improve. Depending on the faculty, the courses may include additional discipline-specific knowledge, skills and attitudes.

The Framework's competence areas are anchored in its fundamental element – "expertise and values." The Framework can be, therefore, described as a temple where "expertise and values" serve as a solid foundation upon which the following six pillars of competence areas are erected:

Within each of the pillars, several competences stand as bricks, embodying specific

1. Teaching and learning planning and design
2. Managing the teaching and learning process
3. Feedback and assessment
4. Reflective teaching and teacher professional development
5. Professional cooperation
6. Supporting teaching and learning with digital technologies



knowledge, skills and attitudes that aim to guide teachers at Charles University towards the pinnacle of effective teaching. Together, the robust foundation and the six pillars rise to form the roof of the temple that symbolizes effective teaching at Charles University.

Expertise and Values

Teachers at Charles University are, first and foremost, experts in their respective fields. Their expertise, which they continuously deepen in order to remain abreast of developments in their disciplines, forms the foundation for all the competences described in this Framework. They impart to their students not only knowledge and skills, but also attitudes and values essential for their professional and personal development and active participation in society. Thus, teachers at Charles University are not only highly specialized experts but also inspiring examples for their students.

**1.1. The teacher designs their course within the context of the study programme and in line with relevant university regulations.**

When planning, the teacher considers the integration of their course into the study programme and keeps in mind the teaching standards presented in this Framework. They take into account the courses that precede their course, as well as those that students will encounter in the future. They communicate with colleagues, clarify the connections and possible overlaps between courses, and ensure the consistency of teaching strategies used. The teacher also determines which competences are prerequisites for successful completion of their course. They are familiar with the graduate profile and goals of the given study programme and are able to appropriately integrate their course into it, thus contributing to the fulfilment of this profile. When planning, they fully respect the regulations and guidelines at the university, faculty, and their department, and, if necessary, provide relevant individuals with suggestions for their adjustment. The teacher also communicates with course and study programme director to collaboratively develop their course and ensure compliance with the accreditation requirements.

1.2. The teacher sets learning outcomes for their course and individual classes and chooses suitable methods of measuring their attainment.

The teacher explicitly determines what students should learn in the course and expresses it through clearly defined learning outcomes that identify key competences that students should acquire. They are able to define what students should learn at the level of the entire course as well as individual lessons, with the objectives of individual lessons being interconnected with the course objectives form a cohesive whole. They select appropriate methods and tools for assessing the achievement of the defined learning outcomes. The teacher has an understanding of a wide range of assessment methods and is able to choose appropriate ones based on the learning outcomes, nature of the course, and student needs.

1.3. The teacher selects teaching strategies that contribute to achieving the expected learning outcomes and adapts them to the students' needs.

The teacher chooses from a wide range of available strategies, combines and alternates them mindfully to help students reach desired learning outcomes.

In addition to frontal instruction, they employ other strategies, such as interactive activities, group work, practical tasks, case studies, and discussions. When selecting strategies, they consider the nature and content of the course, the form of teaching e.g., seminar, lecture, as well as the diversity of students, their abilities, interests, and needs. When necessary, the teacher also makes effective use of learning spaces outside the university premises when teaching through e.g., excursions or internships. Through individualization and differentiation of their teaching practice, they improve the learning process for all. The selection of specific strategies aligns with the learning outcomes and the lesson plan, including the time schedule that determines the sequence of activities during the class.

1. 4. The teacher utilizes techniques for effective class preparation.

The teacher utilizes techniques and practices that enable them to prepare for teaching in an effective manner. They plan their teaching in advance, create clear lesson plans and archive them for future use, utilise examples of best practices and draw inspiration from colleagues. They also cooperate with other teachers of the same course or other courses e.g., by sharing experience with them and, when appropriate, participating on sharing preparations and teaching materials with them. The teacher also maintains communication with students effectively by making appropriate use of digital technologies.

1. 5. The teacher integrates their own research, as well as research findings in the field into their teaching.

The teacher integrates current research findings into their teaching, forging connections with research from the local and global scientific community. When applicable, they also introduce their own research and encourage students to engage in research activities. By integrating the research of their colleagues, they foster collaboration and nurture a culture of shared knowledge within the academic community and enhance the learning experience for students.

**2.1. The teacher motivates students to master the competences defined in the course.**

The teacher stimulates students' interest regarding the course content. They provide examples of how acquired competences can be applied in solving real-life problems to make the learning process meaningful and relevant to students' lives, including future employment. They discuss with students the objectives and content of the course and constructively address their suggestions. The teacher sets achievable learning objectives that are broken down into manageable steps and specified in expected learning outcomes, so that students can monitor their progress and achievements, which boosts their confidence and further motivates them to achieve the highest possible results in the course.

2.2. The teacher guides students to take responsibility for their own learning.

The teacher fosters students' self-confidence and independence and gives them room for expressing opinions. They encourage students to set their own path to reach their learning goals and, when possible, to make decisions about different aspects of their learning. They provide students with opportunities for self-reflection and ongoing self-assessment to help them become more aware of their learning process (metacognition). They present them with various learning techniques to enhance their study skills and academic achievements. By facilitating the enhancement of their study skills, the teacher guides students towards lifelong learning.

2.3. The teacher utilizes a variety of strategies that promote student active learning.

The teacher demonstrates proficiency in utilising diverse strategies, creating a learning environment that prioritizes students' active engagement, collaboration, critical thinking and problem-solving skills. By promoting active learning, the teacher encourages students to become active participants of their own learning, fostering a deeper understanding of the subject matter. Furthermore, the teacher continuously evaluates the effectiveness of different strategies and adjusts them accordingly.

2. 4. The teacher applies techniques and strategies for creating a safe learning environment.

The teacher creates an environment where students feel secure in expressing their ideas, concerns, taking risks, and admitting mistakes without the fear of negative consequences or judgement. They foster a classroom atmosphere characterized by mutual trust, respect, and support for students' learning journeys. The teacher encourages open communication, ensuring that students feel heard and valued. They employ strategies for building positive relationships with students, they take the time to listen and understand their feelings, opinions and perspectives, and act accordingly.

2. 5. The teacher promotes an approach that respects the diversity of students.

The teacher demonstrates sensitivity and awareness towards the diverse backgrounds, experiences and identities of students, fostering an accepting classroom atmosphere. By creating an inclusive environment, the teacher recognizes and respects the individuality of each student, considering factors such as their cultural backgrounds, abilities and learning preferences. Moreover, the teacher effectively adapts their teaching strategies, ensuring that every student has the opportunity to actively participate in the learning process.

2. 6. The teacher monitors the purposeful use of class time and is able to respond to the development of unpredicted situations.

The teacher carefully monitors the effective utilization of class time, observing whether students are actively involved in meaningful learning experiences. By closely observing students' actions and interactions, the teacher gauges the effectiveness of teaching strategies and makes real-time adjustments to optimize the learning process. Additionally, the teacher possesses the ability to promptly react to unforeseen circumstances that may arise during a class, ensuring that any unexpected situation is handled in a manner that minimises the disruption to the class.

**3. 1. The teacher fairly and transparently assesses whether students have met the course requirements.**

The teacher uses learning outcomes as a basic tool to set down transparent requirements for students and as a foundation for fair testing and examination. They carefully select and design assessment forms that align with specified learning outcomes. The teacher ensures fair and comparable assessment conditions for all students, in particular during oral examinations. They understand how stereotypes and biases can affect assessment and they actively seek to minimise these risks. They develop inclusive assessment practices that guarantee that no student is disadvantaged during the assessment process. The teacher ensures that constructive feedback is an integral component of every assessment.

3. 2. The teacher provides students with continuous and constructive feedback that supports their motivation.

The teacher provides oral and written feedback to students as an integral part of the teaching and learning process, including giving feedback to students' BA and MA theses. The feedback formulation should be concrete, takes into account the context of the relevant situation and is directly linked to it in time. The teacher proactively seeks opportunities to provide feedback and carefully plans this process for both the whole group and individual students. They sensitively choose the means of expression to ensure that the feedback is constructive and motivating.

3. 3. The teacher creates a classroom climate where giving feedback is not only possible but expected and encouraged by students.

The teacher creates an atmosphere of safety by sincerely trusting in students' abilities, building respect for their individual differences and, whenever possible, adopting an individual approach. They cultivate a positive and inclusive classroom atmosphere where all students feel comfortable and valued. The teacher explicitly emphasizes to students that feedback is valued, encouraged, and expected in the classroom, and it is a natural part of the teaching and learning process. They provide guidance to students in developing their feedback skills. They create a variety of feedback channels and formats. They also encourage self-assessment, peer feedback and reflection as indispensable components of the feedback process.

3. 4. The teacher encourages students to work with their mistakes, to recognize, correct and learn from them.

The teacher cultivates a positive and non-judgmental classroom climate that encourages students to view mistakes as a natural and valuable part of their learning journey. They lead by example, openly acknowledging their own shortcomings, embracing them as opportunities for personal growth. The teacher encourages students to embrace a growth mindset by reframing mistakes as learning opportunities. They also foster a collaborative learning environment where students can learn from each other's mistakes and achievements. Integrating reflective activities, the teacher deepens students' comprehension of their mistakes and the learning process itself. They stress the importance of curiosity and active pursuit of understanding as effective means of uncovering errors. They sensitively guide students in finding errors, identifying common error patterns, leaving room for independent correction of errors found and their future prevention.

Reflective teaching and teacher professional development



4. 1. The teacher evaluates the extent to which expected learning outcomes have been achieved for a given course or individual class.

The teacher is able to evaluate the alignment between intended learning outcomes, teaching strategies and assessment methods used. They carefully analyse and interpret student assessment results to make informed judgments about the extent to which learning outcomes have been achieved. They analyse student assessment results, identify patterns or trends and assess the overall proficiency levels of students. They analyse the results to identify gaps or misconceptions in student understanding and make adjustments to their teaching in terms of content and/or teaching strategies.

4. 2. Through evaluation and ongoing reflection, the teacher continuously improves their teaching.

The teacher utilizes a wide range of evaluation and reflection tools to improve the effectiveness of their teaching. They actively seek opportunities for collecting feedback from students, colleagues, superiors, and academic teaching experts. They demonstrate openness to obtaining feedback and incorporate it into their teaching in an effective manner. To enhance their teaching, they systematically document their teaching design choices, make observations of their effectiveness and evaluate feasible room for improvement. When implementing new teaching practices, they observe the outcomes of the introduced changes and conscientiously evaluate their impact.

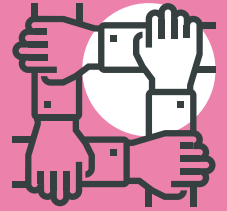
4. 3. Based on self-reflection and feedback, the teacher sets specific goals for their professional development.

Based on various available learning opportunities, the teacher identifies their own professional development path. They demonstrate a commitment to lifelong learning by continuously setting new goals and embracing new challenges. They collect information and evidence of their professional development.

4. 4. The teacher regularly and systematically pursues education on how to improve the quality of teaching.

The teacher recognizes the relevance of research in the field of education and stays informed about the latest research and trends in teaching and learning. They actively

seek out professional development opportunities that align with their identified goals. They attend various courses, trainings, seminars or workshops for teachers so as to enhance their pedagogical competences. They identify various opportunities to learn more not only about teaching, but also the learning process itself.

**5.1. The teacher regularly engages in discussions about teaching with colleagues for mutual inspiration and sharing of experience.**

The teacher actively participates in discussions on how to teach at their institution. They discuss their teaching with colleagues and share examples of good practices. They explore different strategies discussed during conversations, demonstrating a willingness to adapt and experiment in their own teaching practice. When facing a problem related to their teaching, they actively seek solutions and are ready to consult colleagues to find a remedy. They share relevant teaching resources, materials, and tools with colleagues, contributing to the collective knowledge, professional growth and ensuring that teaching quality remains at a high level should the teaching team be altered.

5.2. The teacher offers their support to colleagues.

The teacher is able and willing to provide feedback on teaching to colleagues upon request. They encourage colleagues to improve their teaching in a supportive manner. They create a welcoming and supportive environment for colleagues where they feel comfortable seeking help or advice. They attentively listen to their concerns, challenges and questions, showing empathy and understanding. They encourage and support colleagues' professional development by suggesting relevant workshops, conferences, or training opportunities. They share relevant resources, materials, and teaching strategies with colleagues to support their professional growth and foster a sense of teamwork and shared learning. They are also able to provide constructive feedback on their colleagues' teaching based on agreed in-class visits.

5.3. The teacher establishes collaborations with colleagues outside the university, with the focus on pedagogical sharing and improving teaching quality.

The teacher cooperates with colleagues outside the university, including those from abroad, to improve the institution's teaching quality, both informally and within joint projects. They seek opportunities to expand on existing collaborations to address pedagogical aspects. They actively learn from colleagues outside the university about alternative and innovative approaches to teaching, and they express

Supporting teaching and learning with digital technologies



6.1. The teacher meaningfully and effectively integrates digital technologies into their teaching.

The teacher meaningfully utilizes digital technologies, including the tools of artificial intelligence, to enhance the teaching and learning process and continually evaluates its effectiveness. The integration of technologies is always contingent upon expected learning outcomes and the selection of suitable teaching strategies. In addition, the teacher employs technologies to tailor their teaching to individual student needs. They engage in continuous evaluation and reflection on the integration of technologies within their teaching practice. They provide students with guidance on the ethical and efficient utilization of technology, especially the tools of AI.

6.2. The teacher utilises digital technologies in professional communication and collaboration.

The teacher utilises digital technologies for effective communication with students and other teachers. In addition, they use them to facilitate collaboration with colleagues, for the exchange of knowledge and experience, and also to foster joint innovations in teaching. They reflect, critically evaluate, and develop (both independently and collaboratively) the use of digital technologies in teaching practice and use them for their continuous professional development.

6.3. The teacher is able to create an e-learning support for their course and effectively utilize it.

The teacher possesses basic expertise to create and utilize an e-learning support for their course. They are adept at identifying appropriate digital systems and tools that align with the specific learning objectives of their course and they are capable of structuring digital content in a logical manner, ensuring that the content is well-organized and accessible to students. Additionally, they effectively guide students in navigating and utilizing these resources to enhance their learning experience.

6.4. The teacher effectively teaches in a distance learning format.

The teacher understands the unique characteristics and challenges associated with distance learning and is able to address them appropriately. They proactively

implement strategies to promote student engagement, establish rapport, facilitate communication and discussions, and build a supportive learning community that fosters active learning. The teacher demonstrates effective time management and organization skills to maintain a structured and well-paced distance learning experience for students. They closely monitor student progress and provide them with continuous and constructive feedback. They are able to navigate in online learning environments and combine them to achieve maximum benefit for the learning process.

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Glossary

Active learning

In the Framework for Effective Teaching at Charles University, **active learning** is defined as an approach, rather than a fixed set of activities, which engages students in their learning process. The activities used may vary but should be relevant and authentic to students and should require them to analyze, evaluate and combine information, i.e. engage in higher-order thinking. Although not always explicitly noted, metacognition is an important element of active learning, providing the link between activity and learning.

Digital technologies

Digital technologies in the context of teaching and learning refers to various devices, digital tools, software and/or educational systems that can improve the overall teaching and learning experience in various ways. Digital technologies are used as communication tools, provide access to educational materials, serve as tools for formative and summative assessment, allows the teacher to monitor the students' progress etc. Moreover, the use of digital technologies in teaching and learning is one of the key elements that allows the teachers to integrate principles of flexible learning formats into our teaching practices, such as distance learning.

Distance learning, synchronous and asynchronous learning

In **distance learning** formats students are not physically present at the same place as the teacher (university, institution, classroom) and have access to the study materials on-line. Students can view the materials and work on their assignments at any time they choose and at their own pace = **asynchronous learning**, or they are required to participate in an on-line class and interact in real-time = **synchronous learning**.

Effective teaching

Effective teaching within the Framework for Effective Teaching at Charles University is defined by its several cornerstones. The key element of effective teaching is evidence-based approaches which entails selecting and applying methods, strategies and processes that have been verified and supported by scientific

evidence. This includes studies that demonstrate which methods, strategies and processes are most effective for achieving specific learning objectives. Effective teaching is also defined by its sustainability, which should optimize teaching and learning to achieve learning objectives with maximum value and minimum waste of resources. In addition, effective teaching is fundamentally humane, recognizing and respecting the diverse needs, backgrounds, and abilities of students, thereby fostering an inclusive learning environment. Moreover, effective teaching plays a pivotal role in preventing student dropout, ensuring that students remain engaged and invested in their educational pathways.

Feedback, assessment and evaluation

In the Framework, **feedback** is defined as specific information given to students or teachers about their tasks, products, or performances, coupled with improvement suggestions. The information can be given at any stage – while tasks or products are being developed or after their completion. Feedback should be concrete, take into account the context of the relevant situation and be directly linked to it in time.

Evaluation is understood as the process of gathering, analysing and interpreting data to characterise teaching quality and effectiveness. Such data may include student assessment results, feedback from students, colleagues, superiors or academic teaching experts.

Formative assessment is a process of providing student with continuous and constructive feedback aimed at improving their study skills and future performance. It involves assigning tasks and exercises designed to convey information about their learning without assigning grades, thus allowing them to improve and learn more effectively. Summative assessment, on the other hand, is used to provide an overall picture of whether and how students have met defined learning outcomes, to place students on a scale of success and to inform the results at the end of a learning period or course. Its main goal is not continuous feedback but to assess the overall level of mastery of the content. It is often used as a basis for academic or career advancement.

Fixed and growth mindset

A **fixed mindset** is defined as the belief that one's intelligence and talents are static traits, leading one to avoid challenges, give up easily, regard effort as futile, and feel threatened by the success of others. Such a mindset tends to limit personal achievement and reinforce a deterministic view. On the other hand, a **growth mindset** is characterized by the belief that intelligence and talents can be developed through hard work and dedication. Students with this mindset welcome challenges, perceive failures as learning opportunities, and are committed to developing their talents through learning.

Inclusive environment

An **inclusive environment** is one where no student is disadvantaged, ensuring that every individual feels comfortable, supported, valued, and recognized for their unique identity. It is a space where teachers acknowledge and respect each student's abilities, special educational needs, cultural background and learning preferences. Inclusive learning environments aim to remove barriers to learning and participation, ensuring that every student has an equal opportunity to succeed.

Knowledge, skills, attitudes and competence

Knowledge is defined as a set of facts, principles, theories and practices that can be gained through learning. Knowledge represents what students should remember and understand about a particular subject or area.

Skills represent the ability to use knowledge for successfully completing assigned tasks or solving problems.

Attitudes refer to a person's mindset, values and approach to work and life that affect the person's behavior. Attitudes encompass qualities that are crucial for learning and personal growth.

Competence represents a person's ability to use knowledge and skills in work or study situations. Combining knowledge, skills and attitudes enables an individual to excel in a particular field and/or role and contributes to individual's personal and professional development.

Learning and teaching

In higher education, the concept of learning is a lifelong learning process that involves not only the acquisition of knowledge but also the development of skills and attitudes. It can take place both inside and outside the classroom. Teaching, on the other hand, can be defined as purposeful efforts of teachers to facilitate student learning and the achievement of intended learning outcomes. It involves the use of relevant teaching strategies to effectively convey subject knowledge, develop skills and cultivate desired competences in students.

Learning outcomes and learning objectives

Learning outcomes are statements that provide information on what specific competences students should acquire after successfully completing a class, course or a study programme. Well-defined learning outcomes are student-centered, measurable, and realistic statements that are achievable for students within the time available. When describing the difference between learning outcomes and

learning objectives, the focus is on the person who will be completing the task. While learning outcomes describe what students will do, learning objectives are general statements written from the perspective of teachers or institutions. In other words, learning objectives are general statements and refer to what teachers or institutions intend to teach students.

Lesson plan

A lesson plan is a structured document that outlines learning outcomes, methods used, class activities and assessments for a specific instructional unit. It serves as a roadmap for teachers of what students are expected to learn and how it will be done effectively during class time.

Metacognition and reflective teaching

Metacognition is understood as awareness and understanding of one's own thought processes and learning. It is the ability to monitor, control, and regulate one's cognitive processes, encompassing both students and teachers. When it refers to students, metacognition involves students' ability to assess their learning strategies, to evaluate their own performance and to make adjustments to improve their learning outcomes. For teachers, metacognition includes the teachers' awareness and understanding of their thought processes when designing instruction, assessing students' understanding, and adjusting their teaching strategies to support student learning.

Reflective teaching is a process in which teachers reflect on their teaching practices to evaluate their effectiveness and improve them. Reflective teaching also involves exploring reasons for students' difficulties in meeting learning objectives, as well as continuous examination of teachers' fundamental beliefs about teaching and learning, as well as ensuring they are consistent and aligned with how they are practically applied in the classroom.

Teaching strategy and teaching method

The terms **teaching strategy** and **teaching method** (or teaching methodology) are closely related but have distinct meanings: a teaching strategy refers to a broad approach or plan used by teachers to facilitate student learning and achieve specific learning objectives while a teaching method refers to a specific procedure used to deliver instruction and engage students in learning activities.



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