

Teaching Humanities and Social Sciences Interculturally:
HANDBOOK

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edited by

Zdeněk Beran, Irena Kapustová, and Adriana Kičková

University of Hradec Králové, Philosophical Faculty

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KATALOGIZACE V KNIZE - NÁRODNÍ KNIHOVNA ČR

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Foreword

The Methodology Handbook aims to create material applicable to the needs of university educators in teaching practice, with an emphasis on developing critical thinking, working with sources, digital skills and/or media literacy of students. The intention of the publication's various texts is not to present a universal model or method for an educator. Finding the optimal approach is a long-term process and must respond flexibly to the demands of society, students, and educators. On the contrary, the purpose of the Handbook is to create examples of good practice.

In a total of ten chapters, the individual authors demonstrate, using examples of model lessons, the variability and importance of a correct methodological grasp of the topic. They stress the importance of the educator in the learning process, the need to hone his or her abilities and skills long-term and continuously, which is not the case in current practice, including in higher education. The uniqueness of the publication, apart from the fact that it addresses the higher education environment (it is the first publication in this respect presenting specific models and model situations), lies in the authors' collective contributions. It applies the experience of educators of three universities in Central Europe – University of Hradec Králové (Czech Republic), Constantine the Philosopher University in Nitra (Slovak Republic), and Adam Mickiewicz University in Poznań (Republic of Poland) all interested in the field of social sciences and humanities.

The framing of the methodological questions as well as definition of various didactic methods is provided in the introductory text of the didacticist Irena Kapustová. The questions of quality of education and current data on the pedagogical needs of both teachers and students are addressed by Barbara Jankowiak, Mariusz Baranowski, and Agnieszka Jeran. The theoretical background is then followed by ten model lessons of teaching seminars. Textbooks as an educational medium are introduced by Václav Sixta. The question of the right to vote for women is addressed by Adriana Kičková. Philosophy for children is the subject of Tamara Tomanová and Michal Rigel. The Slovak question in Czechoslovakia is elaborated by Róbert Arpáš. National history in practice is approached by Jan Květina. Ideology and Czech political parties are the focus of attention in the piece by Dominik Šípoš. Preston Stovall explores media literacy applied to social media. The model lessons are concluded by Christopher Medalis with three separate practical exercises related to soft skills to assist educators facing new classroom realities of teaching in an international classroom, fostering teamwork, and searching for grant funding.

Each lesson corresponds to two seminar hours – i.e. 90 minutes of teaching at a university. For each model, the procedure (step by step) is illuminated, including schedules, activities, and supplementary documents. The proposed sample activities assume an active approach by both sides, teacher and student. They are a demonstration of possibilities, and vary in the use of declared methods in teaching practice, so that students reach the required knowledge in an interactive form (working with text, analysis of media content, discussions, gamified tasks, etc.). The role of the teacher is crucial during the implementation, in terms of the application of the methods, moderating the discussion, formulating questions, or filling in the necessary information during the lesson.

The handbook follows a collective monograph conducted under the same Erasmus+ grant project Cooperation partnership in higher education “Enhancing Quality Teaching of Humanities and Social Sciences in Higher Education for 21+”¹ presenting the issues of education in a university environment. The content points out the lack of development of critical thinking, activation approach, or usability of knowledge in educational practice. This methodological manual will be complemented by e-learning (available at the project’s webpage).²

As a team of authors and editors we are indebted to Violetta Margaret Julkowska (Adam Mickiewicz University, Republic of Poland) for her expert comments on this book, as well as, deserve our deepest gratitude both reviewers – Douglas Lee Biggs (University of Nebraska, Kearney, USA) and Peter Borza (Pavol Jozef Šafárik University in Košice, Slovakia) whose inspiring insights significantly helped us during the editorial process. We also express our warm thanks to Sean Mark Miller who provided proofreading of the whole book.

Examples from sources and scholarly literature are translated into English for better practical use by university teachers from different countries. All sources available online referred to in the book were accessed on 17. 10. 2023.

Zdeněk Beran, Irena Kapustová, and Adriana Kičková

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2 <https://www.uhk.cz/en/philosophical-faculty/exchanges/international-projects/sshteaching21-cooperative-partnership/project-results#PR4>.

Introduction

Irena Kapustová

The aim of higher education of future teachers in the fields of history, social sciences and other related fields is to form an expert who not only knows the content of the subject, but is also able to convey it to the students. Such pedagogues should have the requisite knowledge on the subject but also practically master and be able to apply various methods and forms of teaching, which they gained in pedagogy, psychology, or general and subject didactics. However, if the future teachers have the opportunity to meet with the above-mentioned skills primarily during pedagogical practical training (and not always in an ideal form), it is very challenging to build and develop the competence of adequate conveyance of knowledge to students. At universities in Central Europe, the form of lectures and seminars continues to persist, where the lecturers present their topic in front of a full auditorium with minimal demonstration and involvement of students.

The fundamental problem of the education of future or already practicing teachers generally lies in the fact that recipients, but also their lecturers (mainly university teachers), do not use modern pedagogical psychology and have very distorted notions about the motivation of students. Students, or at least a large part of them, transfer this pattern into their practice, although they did not perceive it positively during their own schooling and university studies. Diagnostic methods have a specific place within the methods, which play a very important motivational role for university students and students of lower education levels. Evaluation (diagnostic and self-diagnostic) or even, for example, communication activities should be applied at the same level as educational activities in the learning process.

Assessment expressed in the form of a bad mark as a **negative motivation** is currently considered an outdated form of classification. It is very demotivating for the students to point out what they cannot do or do not know. On the contrary, the self-reflection and self-concept of the student of teaching gradually transforms and eventually, they begin to consider themselves bad. And because they are perceived negatively by their teachers, they gradually perceive themselves negatively and, as a result, approach their assignments and work irresponsibly.³

³ Lucie ZORMANOVÁ, *Výukové metody v pedagogice*, Praha 2012, pp. 17–18.

The right motivation must be positive feedback, i.e., a reaction to what the students can do. In this way, the student's self-concept is strengthened and they are motivated to acquire and master other pedagogical skills and complex competencies. The aforementioned includes activation methods of teaching by university teachers, which are interesting for students and perceive them as applicable in their own practice. By being motivating to listeners, they also help to keep their attention.

By supporting the application of the above-mentioned principle, we definitely do not want to state that students cannot get critical feedback from their teachers from time to time. However, it is not necessary for the teacher to give a bad evaluation exclusively in the form of a mark. Formative evaluation or simple verbal evaluation or self-assessment based on predefined criteria are more suitable options. This relates to the fact that not only primary or secondary school pupils, but university students of teaching should master the so-called **soft skills**.⁴ This means that the student should acquire not only factual knowledge from the university teacher but also have a model of various forms of educational activities or human approaches, etc. As was said as early as the times of ancient Rome and even today it is known that "*exempla trahunt*".⁵ Important basic information from the above-mentioned is that, for example, evaluation or communication activities should reach the same level as educational activities.

A good teacher tries to associate everything the student must learn with positive emotions. University students will not only gain knowledge of facts, but they will also learn a new method to transmit the topic further and at the same time they will get a good feeling that they have managed to reach a consensus on the issue.

A relatively large proportion of university students in the social sciences and humanities study for the future profession of teacher at primary or secondary schools. Therefore, in Central Europe, we must ask: does their higher education curriculum correspond to their expected skills? We can compare them to the skills that primary education graduates should obtain in the Czech Republic in 2025. These include complex problem-solving, negotiation, team leadership and so on. How does a regular university lecture or seminar with lectures or presentations of teachers develop these skills? In accordance with the required competencies of primary school graduates, the Ministry of Education⁶ also

4 These are soft competencies in behavior and interpersonal relationships; they are related to social/emotional intelligence (EQ). An example of *soft skills* can be communicativeness, responsibility, ability to lead a group/ team, resistance to stress, healthy self-confidence, loyalty, but also determination. See e.g. <http://kompetence.nsp.cz/mekkeKompetence.aspx>

5 The author of the saying "*Verba movent/docent, exempla trahunt.*" ("Words move/teach, examples pull.") is not reliably known. However, the use of this phrase has been documented in sources since antiquity.

6 Ministry of Education, Youth and Sports, cf. <https://www.msmt.cz/ministerstvo/urednik>.

determines the so-called profile of the university graduate with a pedagogical specialization. However, almost no one deals with the pedagogical skills of university teachers, who shape future teachers of primary and secondary schools. In Poland, the reform program in the education sector is aimed at adapting the structure of education and curricula to the demand for skills in the modern labor market such as creativity, innovation, and entrepreneurship, developing the skills of critical and logical thinking, arousing cognitive curiosity of students and motivation to learn, and supporting the student in determining the path of his/her further education.⁷ The form of education that is still dominant in school practice, focused on the transmission and consolidation of knowledge, generates a relatively passive role of the student, and thus does not promote cognitive independence, which is why the new core curriculum strongly emphasizes the use of the project method. However, there is still a lack of adequate preparation of teachers for student-centered education based on learning outcomes and an understanding of the differences between this approach and the traditional system based on curricular content.⁸ In Slovakia, a long-term unsolved issue is the fact that not a few Slovak teachers teach without modern methods or innovative approaches. They transmit information in a ready-made form, often uninteresting. As a result of this fact, the student's interest in learning is rapidly declining. Research confirms that nowadays, rather than "dry" knowledge, it is necessary for students to acquire communication and presentation skills, to learn teamwork, and to be able to apply critical thinking. Here we encounter a key problem – teacher training. It should be systematic and long-term, but it is being neglected. Not only in terms of methodological skills, but also digital ones. Although the Corona virus crisis has shifted digital education, we are still not progressing to the necessary extent. The Slovak academic sector develops theory, which is effective learning, looking for possible solutions, but continually at the level of discussions. It is also for this reason that the authors' collective focuses attention on creating a model methodology for university educators.

The meaning of the word method is contained in the original ancient Greek word "methodos", which means the path or procedure. Therefore, the method can generally be described as a path to the determined goal. The teaching method represents a means applied by the teacher in the educational process in order to achieve the learning objectives. This is an important element of the teaching process, which is derived from the so-called didactic triangle: **teacher – student/pupil – content of teaching**. The basic function of the educational method is the activation and communication function. The activation function is manifested in the acquisition of procedures, actions, and

⁷ Zintegrowana Strategia Umiejętności 2030 (część ogólna), Warszawa 2019, p. 37, <https://efs.mein.gov.pl/wp-content/uploads/2019/08/Zintegrowana-Strategia-Umieje%c4%99tno%c5%9bci-2030-cz%c4%99%c5%9b%c4%87-og%c3%b3lna.pdf>.

⁸ Ibidem, p. 41.

operations, as well as in the thinking of students. It also plays an important role in the motivation of participants in the educational process. The communication function is a prerequisite for pedagogical interaction. Individual teaching methods can stimulate activity and autonomy in different ways, but at the same time, they also lead to self-regulation of learning in different ways. Self-regulation of learning is one of the main educational objectives at all levels of the education system. The concept covers the ability to independently manage their learning and achieve maximum results in their own way.

Classification of teaching methods

The systemization of teaching methods is important for teachers because their classification and subsequent selection of adequate teaching methods from the system make it easier for educators to successfully master teaching activities. Teaching methods can be divided according to different authors and from many points of view: for example, according to the nature of the source of knowledge, the degree of guidance and autonomy of students, the stages of the educational process, in terms of thought operations, etc. Currently, the combined classification of teaching methods is the most commonly used in pedagogy. In the Czech milieu, we rely primarily on a scheme created by Josef Maňák and Vlastimil Švec, who divide the methods into three basic groups. Each of them contains additional subcategories.⁹

1. Classical teaching methods

1.1 *Verbal methods* are essential in the educational process. Their application is complemented or accompanied by all other methods. However, they should not become prevailing methods.

1.2 *Visual-demonstration methods* – the basis of these methods is an illustrative presentation/demonstration and observation (e.g. work with a picture, film, instruction).

1.3 *Skill-practical methods* are directly based on the goal of education, which is primarily to prepare for real life. These include, for example, imitation, experiment, and production methods.

2. **Activating methods** – are associated with a new perspective and position of the student/pupil in the educational process and assume the interest of the students and at the same time respect their individuality.

2.1 *Discussion methods* – are characterized by the activity of all, or at least most of the participants, who focus on a given topic and show interest in it.

2.2 *Heuristic methods, problem-solving* – this involves asking problem questions and demonstrating various contradictions and problems of

⁹ Cf. Josef MAŇÁK – Vlastimil ŠVEC, *Výukové metody*, Brno 2003, pp. 25–79.

students, the acquisition of knowledge and skills strongly motivated and supported.

2.3 *Situational methods* – they are applied mainly in the education of adults.

2.4 *Staging methods* – have a basis in the simulation of real events.

2.5 *Didactic games* are a method that should retain its essence, i.e., most of the signs of playful activities. Recipients should be guided by the game and oriented towards the goal without realizing it. The method is also intended to contribute to the development of social, cognitive, creative, physical, voluntary, and aesthetic competencies of the student.

3. Comprehensive methods

Comprehensive methods cover more of the above aspects and at the same time also include the external organization of educational conditions. This group also includes such methods, which some experts classify as teaching forms. Let us mention at least some of the comprehensive methods. These include, for example, *frontal*, *group*, and *cooperative teaching*, as well as *individual* and *individualized teaching*, *independent work* of students or *pair teaching*. Some authors include in this group methods applicable in various educational areas and following the principle of thought processes such as critical thinking, brainstorming or writingstorming. It is also worth mentioning the use of *project teaching*, *role-playing*, *learning in life situations*, *computer-supported teaching* or *superlearning*.¹⁰

Similar schemes of the division of teaching methods are also used in the Polish and Slovak milieus.

Choice of teaching method

Choosing the right teaching method is one of the key competencies of every teacher. At present, there is a lot of pressure on teachers in this regard, as the active involvement of students from different types of schools and universities in teaching is increasingly emphasized. At the same time, a well-thought-out choice of teaching methods protects the teacher from stereotypes.

According to Maňák and Švec, the main factors influencing the choice of teaching method are:

¹⁰ L. ZORMANOVÁ, *Výukové metody v pedagogice*, pp. 12–46; J. MAŇÁK – V. ŠVEC, *Výukové metody*, pp. 52–55.

- “1. The regularities of the educational process, both general and special. Logical, psychological, and didactic regularities.
2. Objectives and tasks of teaching related to work, interaction, and language.
3. The content and methods of a given field through the subject of instruction.
4. The level of physical and mental development of pupils, and their readiness to cope with the requirements of learning.
5. The peculiarities of the class, groups of pupils, e.g. boys – girls, different ethnicities, formal and informal relationships in the collective.
6. External conditions of educational work, e.g. geographical environment, social milieu, noise of the surroundings, technical equipment of the school, etc.
7. The personality of the teacher, their professional and methodological skills, experience, pedagogical mastery, etc.”¹¹

Other factors influencing the choice of the teaching method include a confrontation with the teaching objectives, where the teacher must take into account the attitudes of the students and their personal needs. For the appropriate selection of the teaching method, efforts are systematically initiated to classify them ideally. For these reasons, every teacher should know the range of teaching methods. In addition, their knowledge allows them to be adaptable to various situations during the course of teaching.

Didacticians or methodologists have not yet managed to introduce a consistent taxonomy of teaching methods. However, a distinction can be made between general principles and concepts on the one hand and specific teaching techniques on the other. The methods offer a whole from the theory and derived teaching procedures.

German classification of teaching methods

In German-speaking countries, the above-mentioned effort to classify teaching methods is even more discussed than in the Czech, Slovak or Polish milieus. German experts also attempt to arrange teaching methods from different points of view. Let us mention at least one of the most transparent concepts, which is widely presented and used in Germany, Austria, and other European countries.

Sociologist and educator Peter Baumgartner developed a concept that can be used to create a “*taxonomy of teaching methods*”.¹² The proposal is not an empirical classification, but a typology. Using taxonomy, it seeks to create a syllabus system in which all teaching methods can be systematically

¹¹ J. MAŇÁK – V. ŠVEC, *Výukové metody*, pp. 70–72, 79–81.

¹² The concept of Baumgartner is based on the Karl-Heinz Flehsig system. Cf. Jozef VÝROST – Ivan SLAMĚŇÍK – Eva SOLLÁROVÁ (eds.), *Sociální psychologie. Teorie | Metody | Aplikace*, Praha 2019, p. 368.

classified without exception. This classification system does not contain a comprehensive list of all teaching methods, but a system by which all known methods can be classified and presented.

According to Baumgartner, teaching principles are general teaching concepts that can be implemented in different procedures. Its taxonomy contains, for example, the following educational methods: dialogical learning, differentiation, discovery learning, multidimensional learning, holistic principle, teaching according to the orientation of action, inclusion, cooperative learning, learning by teaching (LdL),¹³ target orientation, teaching orientation, process orientation, self-assurance learning (individualization methods), self-regulated learning (SGL), and independent activity.¹⁴

In the following lines, we pay attention to **Discretionary Learning** (*“Selbstbestimmtes Lernen”*), which is in accord with current educational trends and target competencies, but at the same time represents only the tip of the iceberg. Discretionary or self-regulating learning includes basically all the above teaching methods, but is viewed through the prism of students’ personal invention and self-regulatory approach¹⁵. For future teachers to apply modern teaching methods in their future profession, they must first experience them themselves and then master them, and only the third step is their application in the teaching profession.

Self-activity is perceived as an educational concept. It is the student’s own activity related to their own set goal. The university student can either use it spontaneously (internal motivation) or stimulated by a teacher (external motivation). In the case of spontaneous activity, the student is guided by internal motivation to considerations, which then leads to the search for different ways and various attempts to solve the problem. In this way, conscious problem-solving is promoted¹⁶ and the student gradually achieves independence in thought, action, and assessment.

Manfred Bönch considers it appropriate to clarify the term Discretionary Learning¹⁷ in an extra-curricular context to clarify its practical impact in everyday life. It is a term for forms of work organization characterized by *“a high degree of autonomy in the workplace, techniques of learning and problem solving, complexity of tasks, self-assessment of the quality of work and, to a lesser extent,*

13 Lernen durch Lernen (LdL). Cf. <https://www.ldl.de/>.

14 Peter BAUMGARTNER, *Taxonomie von Unterrichtsmethoden: ein Plädoyer für didaktische Vielfalt*, Münster etc. 2014, pp. 115–143.

15 Robert HILBE, *Selbst organisiertes Lernen am Gymnasium: Eine Untersuchung interindividueller Unterschiede bei Schülerinnen und Schülern im Umgang mit der Lernerautonomie*, Opladen 2022.

16 *“Problembewusstsein”* in Winfried Wilhelm Hehlmann BÖHM, *Wörterbuch der Pädagogik*, Stuttgart 2006.

17 Michael BANNACH, *Selbstbestimmtes Lernen. Frei Arbeiten an selbstgewählten Themen*, Baltmannsweiler 2002, p. 98.

autonomous teamwork".¹⁸ The model of discretionary learning is particularly widespread among managers, self-employed, and professionals.¹⁹ It has been long used in the economic sphere.

The term **self-regulated learning** (SGL²⁰) is often used synonymously with the terms self-organizational and discretionary learning. All these terms refer to the application of the principles of self-regulation, self-management, and volunteering in the fields of pedagogical psychology, school pedagogy, adult education and vocational education (personal development).²¹

Specific procedures for self-regulated learning from a wide range of teaching methods are found across the education system from primary schools to adult education. The shares of self-determination and self-education, in this case, are higher than in traditional receptive practices such as frontal teaching or a university lecture. Self-organized learning provides educators with many opportunities to create interesting and varied lessons and students with high motivation and practical use in various areas of human activity.

German authors further divide the procedures of self-regulated education:²²

1. According to working procedures

1.1 *Standpoints* → students must work with optional and compulsory tasks at the standpoints in their optional schedule, in free order and in any social form.

1.2 *Moderating* → a group discussion with respect to all group members.

1.3 *Group puzzles* → student groups process the partial topics of the whole unit and then must always present their topic in new groups.

1.4 *Project work* → students work on a jointly selected topic for an extended period of time.

2. According to the manner of presentation of the results

2.1 *Presentation* → modified topics are presented in front of the study group.

2.2 *Visualization* of → illustration of abstract topics.

2.3 *Paper* → Students will present their topic in a lecture in a study group (individually or in small groups).

2.4 *Thesis document/thesis* → a brief summary of the topic (often in connection with papers).

18 Manfred BÖNCH (ed.), *Selbstgesteuertes Lernen in der Schule. Praxisbeispiele aus unterschiedlichen Schulformen*, Braunschweig 2006, p. 182.

19 Ibidem, pp. 98–109.

20 Selbstgesteuertes Lernen (SGL). Cf. ibidem, p. 6.

21 M. BANNACH, *Selbstbestimmtes Lernen*, pp. 6, 19–24, 89–101.

22 Hilbert MEYER – Carola JUNGHANS, *Unterrichtsmethoden. Teil II. Praxisband*, Frankfurt am Main 2021, pp. 66–79; Christoph TÜRCKE, *Lehrerdämmerung: Was die neue Lernkultur in den Schulen anrichtet*, München 2016, pp. 109–136.

- 2.5 *Role-playing/dramatization* → complex themes are played out in simplified situations.
3. **According to the systemization of learning outcomes**
- 3.1 *Sorting tasks* → are used to verify the learned content for subsequent deepening.
- 3.2 *Structuring* → complex topics are reproduced in a simple way and clear structure.
- 3.3 *Domino* → appropriate questions and answers must be assigned to each other in the same way as in the game Domino.
4. **According to networking during the teaching of specific topics**²³
- 4.1 *Holistic or comprehensive learning* (broader perception of the concept of learning).
- 4.2 *Discovery learning/teaching through research*.
5. **Integration method**
- 5.1 *Learning by Teaching* (LdL) → small groups of students are given the task of reproducing a part of the new topic to the whole class. In doing so, all the procedures referred to in points 1.–4. shall be integrated.
6. **Tools for self-organisation:**
- 6.1 *Planning goals* → necessary to organize free phases of learning.
- 6.2 *Learning diary* → for the documentation of the learning process, the possibility of reminders and return.
- 6.3 *Reflective methods* → used to optimize the learning process; show the way to enter new target plans.²⁴

The teaching method provides students with the curriculum and promotes their learning. It represents a set of steps that lead to the set goal. The methods fulfil the function of regulating the learning of recipients and at the same time diversify the lesson. Different teaching methods place different demands on students' activity, independence, and creativity.

As part of higher education teaching, the so-called **organizational forms** of higher education teaching are implemented, which include a lecture, seminar, exercise, practice, excursion, consultation, and self-study.²⁵ The aim of this methodology is not to describe individual forms of teaching at universities but to present readers with various methods by which they can update and adapt these forms to the requirements of current times. With their help, they can make teaching more interesting and can include more students.

23 Rolf ROBISCHON, *Lernen ist wie Netze spinnen*, Lichtenau 2002, pp. 2–7.

24 P. BAUMGARTNER, *Taxonomie von Unterrichtsmethoden*, pp. 212–218.

25 Libuše PODLAHOVÁ et al., *Didaktika pro vysokoškolské učitele*, Praha 2012, p. 37.

Teaching methods play an important role in the process of scientific knowledge and in practical activity, because along with the goals, theoretical concepts, conditions and means they create a framework in which all human activities are realized. To achieve educational and other goals, we look for more effective methods, or at least modify, innovate, and adapt them to new situations. This applies to both theoretical and practical activities. We must deal with the choice of optimal methods repeatedly, because it is necessary to consider the different circumstances or specifics of each group of students, possibly also the environment in which and other influences under which students are educated, so that any applied methods can provide the expected results.²⁶

In the teaching process, the method is primarily a way of acting between the teacher and students in the intentions of the educational process. However, educational methods do not focus only on the selected goals and object of knowledge (the content side), but also include teacher-student interaction (in our case, a university teacher – a student), reflecting their mental state, developmental phases, social milieu, etc. The circumstances determining the teaching methods shape their variations and influence the permanent theoretical elaboration of the methods and practical application. As a result, it is clear that constant attention must be paid to teaching methods.²⁷

At this point, it is important at least briefly to mention the concept of **soft skills**.²⁸ These are abilities that play a fundamental role in the extent to which a person is capable of self-regulation or teamwork. Soft skills are related to how we work and communicate with other people. Common soft skills include communication, teamwork, and other interpersonal skills. Employers in all fields look currently for candidates with developed and fixed soft skills because these skills are very difficult to teach, but they are important for the long-term success of the individual and thus the entire working team.

Today, soft skills and their development among children and young people (on a smaller or larger scale) are globally increasingly coming to the forefront of interest among politicians and educators. Interest has arisen in connection with the discussion about changes in the entire education system. In the Czech and Slovak Republics as well as in Poland, this topic is increasingly being addressed with a praiseworthy effort to integrate the purposefully and methodically high-quality development of soft skills into all grades of our education systems. Within higher education, the primary emphasis should be on the faculties that educate future teachers, because it is through these faculties that all young people, whatever they later become professionally, will pass through their hands.

26 J. MAŇÁK – V. ŠVEC, *Výukové metody*, pp. 83–85.

27 Ibidem, pp. 101–102.

28 Peggy KLAUS, *The Hard Truth About Soft Skills: Workplace Lessons Smart People Wish They'd Learned Sooner*, New York 2008.

Among the various trends aimed at developing soft skills, **Skills Builder methodology** developed by teachers and experts in the United Kingdom has gradually gained a leading position.²⁹ It is well-developed and has been successfully used in the United Kingdom for more than twenty years. It has been gradually spread throughout the world. It focuses on the promotion and development of eight specific soft skills in children and young people aged 6 to 18 years and provides a basic overview of which skill should be mastered by pupils/students in different grades.

Although the aforementioned methodology is intended for a lower age group, it is necessary to work with university students in the same way as after completing their studies, they will educate the pupils in primary and secondary schools in the same way or act on their clients and co-workers in companies, etc. At least basic soft skills should also be mastered by people already employed and the above methodology should be applied also in the framework of lifelong education.

Each skill is divided into fifteen subsequent steps in the Skills Builder methodology. For each step, there is a defined goal, that is, what the subject of education should prove when mastering it. Furthermore, the methodology describes partial knowledge and strategies, how to achieve the goal and how to gradually develop the skill. The partial steps are structured in such a way that they are easily applicable to teachers in a classroom or study group. It is always necessary to follow logical principles from simple to more complex. Each further step represents a higher level of the previous step and therefore presupposes its mastering.

Among the eight essential soft skills in different areas of human activity that a person should gradually master from childhood to adulthood are *listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, and teamwork*. To a certain extent, each person is given some (or all) of these abilities, and throughout life, it is necessary to constantly develop them and increase their level. Not every child is born into a stimulating environment, and some cannot express themselves in their home environment.

The Skills Builder methodology is developed by teachers from practice in cooperation with other experts in the field of psychology, pedagogy, sociology, etc. in the United Kingdom and has gradually spread worldwide. In the last 12 years, it has resonated significantly in Poland, the Czech Republic, and Slovakia.³⁰

Even in the context of the formation and development of soft skills, it is necessary to know a wide range of methods and lead the recipient to master any of the

²⁹ Skills Builder – The Universal Framework, <https://www.skillsbuilder.org/universal-framework>; Czech version: Skills Builder – vzdělávací plán pro výuku měkkých dovedností, <https://skillsbuilder.scholaempirica.org/>.

³⁰ Cf. *ibidem*.

soft skills, which go hand in hand with the teaching of educational content. In various areas of human activity, the method is usually always assigned to one determining factor, which is its carrier, representative, and implementer. In traditional pedagogy, the teaching method was also mostly associated only with the teacher's teaching activity. In its one-sided form, however, this concept was an expression of the so-called "childless pedagogy",³¹ which did not really count with the child, the student, but understood him/her only as an object of its activity.

The educated subject, in our case a university student, became an important subject of educational activity after the so-called **Copernican turnover**. It was set on the level of a teacher, in some cases even in their place. The Copernican revolution of the second half of the 20th century fundamentally changed, among other things, the concept of the teaching method. The interaction between the teacher and the educated subject has become a determining factor. Pedagogical communication has ceased to be just a means to achieve the goal, but it also represents the actual goal of the educational process.

In the broadest meaning, the term "method" refers to a way or sequence of successive steps, a procedure by which a given goal can be achieved. In each case, the method adopts different ways and forms. The method reflects the particularity of the goal and at the same time the conditions in which it is implemented. The nature of the educational process implies that when defining the teaching method, it is primarily necessary to fully respect the basic dyadic unit of the process (i.e., teacher and student), as well as the specificity of goals that are subject to the influence of changing social and personality factors.

The teaching method is defined by experts from the field of general didactics as an organized system of teacher's teaching activity and student's learning activities aimed at achieving the set educational and other goals.³² The teaching method becomes a complex educational phenomenon. It is shaped by specific goals and very variable conditions in which it is realized. Goals are always multi-layered and diversified. The variety and complexity are also reflected in the fact that the term method is often referred to as the method of continuous techniques, procedures, operations, etc. They represent the structural elements of the method that are part of it, and there may be some inconsistency in the method classifications.

An essential feature of the method is its **goal orientation**. Objective and partial outputs are the determining factors of all educational activities. At the same time, they set a space for the selection of methods effectively aimed at achieving them. Without a method and a thoughtful sequence of partial

31 Vladimíra SPILKOVÁ, *Obrat k dítěti jako východisko školské reformy*, Pedagogika 55, 2005, pp. 87–90.

32 J. MAŇÁK – V. ŠVEC, *Výukové metody*, p. 23.

steps, it is impossible to achieve the goal. The relationship of reciprocity, the category of goal in the relationship of superiority, must be formed between the goal and the method.

In the process of education, it is necessary to choose adequate and functional methods due to the nature and content of the transmitted curriculum. The method plays the role of an intermediary who lets the curriculum go through individual transformational states and stages when it is gradually methodically processed by the teacher and the student. The highlight of the process is the internalization and adoption of the curriculum. An important link is formed by the teaching method with organizational forms. Due to the determinant conditions of pedagogical interaction, the method is implemented in a certain arrangement of relations between teacher and students, which determines its framework. From the point of view of organizational forms of teaching, the method is characterized by a dynamic aspect that fills the initial static feature of the organizational framework with the activity of pedagogical communication taking place between the parties involved.³³

Didactic means have a supporting but not insignificant role in this context, which becomes an integral part of the method (image material, film documentary, etc.).³⁴ Josef Valenta states that the method is subordinate to some categories of the teaching system and superior to others.³⁵ It is an element of the system that brings the system to life and implements it. Classifications of teaching methods are published in the abundant domestic and foreign literature on teaching methods, but in real pedagogical practice, especially at universities, the diversity is almost not reflected and the register of methods used is limited. Teaching methods in pedagogical practice often become just a means of transmission. The teacher often uses the teaching method mechanically without focusing on the goal.

Methods are to help not only to convey knowledge and skills but to perform an activating function, through which students learn procedures, actions, and operations, how to acquire techniques of work and thought. The communication function is also important, which is a part of and a prerequisite for all pedagogically meaningful and effective interactions.

Horst Belz and Marco Siegrist identify the **key competencies** that students acquire in the field of methods during the educational process and that basically represent the functions of methods.³⁶ Competencies are content-neutral, but their acquisition is always tied to a specific content and their mastering takes place during an active activity. According to the authors, the key competencies

33 Wilhelm H. PETERßEN, *Kleines Methoden-Lexikon 3.*, München 2009, p. 56.

34 Edward DE BONO, *Six thinking hats*, London 1987, p. 16.

35 Josef VALENTA, *Metody a techniky dramatické výchovy*, Praha 1998, p. 43.

36 Horst BELZ – Marco SIEGRIST, *Klíčové kompetence a jejich rozvíjení. Východiska, metody, cvičení a hry*, Praha 2001, p. 30.

include *the organization and implementation of tasks, communication and cooperation, the application of learning techniques and teaching techniques, autonomy and responsibility, burden-sharing and creative solutions* to situations and *problem-solving*. However, it is also clear that teaching methods do not all develop individual competencies to the same extent, therefore a wide range of methods should be used in teaching so that each competency has an opportunity to develop optimally. An obstacle to the comprehensive application of the functions of teaching methods, as well as the acquisition of all the necessary key competencies, is the fact that some teachers master a small range of methods.³⁷

The functions of teaching methods, in the meaning of repetitive activities with a focus on the goal, fulfil the fundamental mission of methods in the educational process, because they include all activities, procedures, actions, techniques and operations that lead students to acquire relevant competencies, attitudes, learning styles, knowledge, and skills.³⁸

If at present any level of schooling (including universities) is to implement the requirements placed on education by modern society, it is necessary to deal more deeply with the element of the educational system such as teaching methods, soft skills, cross-cutting themes, etc. The contemporary university teacher cannot succeed only with a traditional lecture; students need to experience and master various educational methods within their education, which they will then transfer to their own practice and apply them to their students.

Good and properly used methods and quality communication between the teacher and the student are one of the best ways to help discover the potential of each participant in the educational process. The teacher's main aspiration should be to create a **positive motivating environment** in which they pass on the content of their subject using appropriately selected methods.

At the end of the introductory part, we present a **specific example of an interdisciplinary topic** of civil rights for higher education, in which it is possible to apply various methods as well as develop various soft skills. Most often, the topic is presented by a university teacher, as well as a teacher at a secondary school, to students by dictating individual rights. At best, it projects the presentation and the students record it in their notebooks or take pictures of the presentation. Subsequently, students learn civil rights by memorizing for an exam or test.

37 Ralf E. DIEREBBACH, *Mit Methoden – effektiver moderieren, präsentieren, unterrichten; das Methodenhandbuch von A – Z. futurelearning*, Schönau im Schwarzwald 2004, pp. 118–122.

38 Thomas UNRUH – Susanne PETERSEN, *Guter Unterricht: Praxishandbuch: Handwerkszeug für Unterrichtspraxis*, Hamburg 2021, p. 193.

However, a modern university teacher should be able to use several different methods to convey the topic to students. For example, it can pass it on through a reading comprehension technique, or textual analysis of a didactic source. Most often, it can be a translated and reduced historical document. However, during a university seminar, it is very appropriate to use an unreduced or foreign-language text. An attractive form of learning about civil rights can be a film documentary about the life of Martin Luther King and its analysis, discussion of the film and deduction of specific points. Another way is group work (tasks for all groups are the same or, on the contrary, each group has a different task and communicates the results of the group's work to other teams). One of the most demanding methods, but at the same time very effective, is role-playing, in which the teacher divides the roles of the participants in the educational process.³⁹

Distribution of roles: One student represents the government of a particular country, the other represents a pharmaceutical company, and the third protects the interests of citizens.

Situation to be resolved: Epidemics break out in the state and most drugs are financially unavailable to the socially vulnerable groups.

Assignment: Three students assigned roles should try to solve the situation.

Participants of the seminar not only learn about human rights but also strengthen soft skills (such as communication skills).

Only at the end of the course (seminars or other forms of teaching) the teacher tells the students what the goal of the whole activity was. At the higher education institutions of pedagogy, students draw up the goal themselves, so that they also learn to correctly formulate goals for their own practice.

In the example above, an outline of the seminar is presented using several activation methods from the presentation of the group's results through discussion to role-playing. These methods were formed in response to the so-called transmission school⁴⁰, where students were perceived as the recipients of the transmitted knowledge. Especially in higher education, this model still dominates. Above all, due to the large increase in information and other fundamental changes in the way of life, it is necessary to look for a new way of communicating knowledge that accepts the activity of students. A possible way leading to the set goal is the implementation of activating teaching

39 Robert ČAPEK, *Začal jsem učit 2 aneb Začátečník vrací úder!*, 2019, <https://robertcapek.cz/zacal-jsem-ucit-2-aneb-zacatecnik-vraci-uder/>.

40 This is known as childless pedagogy. Cf. Stanislav ŠTĚPÁNÍK, *Konstruktivistické a kognitivně-komunikační paradigma jako východisko koncepce výuky českého jazyka*, *Pedagogika* 70, 2020, č. 1, pp. 5–28.

methods in education and at universities. Students thus have the opportunity to participate intensively in lessons and at the same time learn the methods that they will use in their future profession.⁴¹

The application of activating methods in teaching university students can strengthen their engagement in acquiring not only specific knowledge but also coping with the soft skills necessary for quality socialization and inculturation. Activating methods allow the teacher to lead all age groups of recipients of education not only to master a specific topic but also to independence and creativity.

At this point, I would like to reiterate the main objective of the handbook, which is to present specific examples of university teaching in the field of humanities and social sciences in other ways than just through a traditional lecture. The examples are given including the necessary material portfolio or possible references, they are also supplemented by methodological procedure, formulation of teaching objectives, or a timetable of lessons.

This publication (methodological handbook) presents some necessary elements that seem to us to be essential in the first step in the transition from traditional frontal teaching to the necessary changes within higher education. When choosing educational strategy, every university teacher should focus not only on passing on content to students, but also on their own complex didactic competencies and the simultaneous development of soft competences.

An overview of these methods should be perceived by the recipients (university educators) as basic, which must be gradually expanded and moved to other levels. As an example of a higher level of methodological knowledge and skills, I will mention at least the strategy of anticipatory pedagogy, which emphasizes communication competence. In her own specific example, A. Kičková uses elements of the so-called inverted class method (or change of principle or flipped learning), which attaches fundamental importance to the development of communication skills of students in continuity with all others.⁴²

Words: 6 690

Characters: 37 661

41 Josef MAŇÁK, *Aktivizující metody ve výuce*, Praha 2011, <https://clanky.rvp.cz/clanek/c/Z/14483/aktivizujici->.

42 Students most often study videos at home (but also other materials), then they solve the problem together at school. The role of the teacher in this method is also irreplaceable, however, it moves to the level of a guide and a personal trainer or mentor. Cf. <https://www.greenfoxacademy.cz/post/v-prevracene-tride-je-uceni-mnohem-efektivnejsi>.

Quality of Teaching Humanities and Social Sciences in Higher Education: Main Results of a Survey of Students and University Teachers in Poland, the Czech Republic, and Slovakia

Barbara Jankowiak, Mariusz Baranowski, and Agnieszka Jeran

Education is one of the most critical factors in development, providing the basis for the development of individuals and society.⁴³ The functioning of higher education and the future of teaching and learning are the most important issues currently being addressed in many debates about the changing labour market and the stages of a person's life in the process of acquiring new knowledge and work experience.⁴⁴ A remarkable role is played by improving and modernizing university teaching, ensuring high-quality education, and emphasizing competencies relevant to life and practice in the 21st century.⁴⁵

Defining quality and quality assurance in the context of higher education continues to pose significant challenges.⁴⁶ Evolving definitions of teaching quality around the world increasingly see teaching as rooted in a wide-ranging knowledge base that combines an understanding of content, pedagogy, and learners, which is focused on meeting students' diverse social, emotional, and academic needs – rather than just covering the curriculum.⁴⁷ Quality teaching in higher education involves several dimensions, including the practical design of curriculum and course content, various learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment

43 Husain SALILUL AKAREEM – Syed SHAHADAT HOSSAIN, *Determinants of education quality: what makes students' perception different?*, *Open Review of Educational Research* 3 (1), 2016, pp. 52–67.

44 Mariusz BARANOWSKI, *Education in Times of Uncertainty. Uncertainty in Education. A Critical Approach*, Warszawa 2017, pp. 63–72; idem, *A Contribution to the Critique of Worthless Education: Between Critical Pedagogy and Welfare Sociology*, *Globalisation. Societies and Education* 18(4), 2020, pp. 391–405.

45 Jan KVĚTINA, *Enhancement of constructivist and procedural concepts of good citizenship and civic identity in the Czech educational framework*, *Society Register* 6 (2), 2022, pp. 35–60; Rajaa SABBAGH, *Democratic movements in Lebanon and children's understanding of their rights*, *Society Register* 6 (2), 2022, pp. 87–108.

46 Laura SCHINDLER – Sarah PULS-ELVIDGE – Heather WELZANT – Linda CRAWFORD, *Definitions of Quality in Higher Education: A Synthesis of the Literature*, *Higher Learning Research Communications* 5 (3), 2015.

47 Linda DARLING-HAMMOND, *Defining teaching quality around the world*, *European Journal of Teacher Education* 44 (3), 2021, pp. 295–308.

of learning outcomes.⁴⁸ The overall framework for the development of higher education is provided by the concept of multi perspectivity, defined by Robert Stradling as changes from a one-dimensional process of education to a student-centred process, from a unilateral focus on subdisciplines to interdisciplinarity, from an emphasis on the reproduction of knowledge to a broader concept of competence, from an emphasis on the national definition of sciences to education international and intercultural (global).⁴⁹

Higher education institutions are expected not only to create new knowledge but also to transfer knowledge through quality teaching to train future researchers in academia and academically trained workers who play high roles in society and the economy. Therefore, the higher education system has two main functions: research and teaching.⁵⁰ Thus, higher education institutions must provide good education and teaching and strive for continuous improvement.⁵¹ Nevertheless, in most institutions, teaching is still second only to research, and excellence in research is considered a leading criterion, if not the main one, for remuneration and promotion.⁵² Most university teachers have never undergone any professional pedagogical training. Their academic qualification is based on their scientific expertise, whereas the level of their teaching skills is usually developed through trial and error.

Today's higher education faces the challenge of shaping entirely new skills for students, mainly due to the growing need to enhance critical thinking, creativity, problem-solving, and collaboration to be directly related to the global labour market. Fundamental challenges in the area of digitization for higher education were brought about by the COVID-19 pandemic, forcing the involvement of academics in online and blended forms of education. COVID-19 has driven a shift in formal learning environments by moving to more flexible forms of education. One of the significant changes has been the shift from on-campus to online learning. The urgency of this transition has challenged traditional perceptions of what a higher education experience should look like for educators and higher education institutions.⁵³

The data presented in this study is part of a research project that responds to a key objective set by the European Union and national ministries to improve

48 Fabrice HENARD – Deborah ROSEVEARE, *Fostering quality teaching in higher education: Policies and practices*, in: An IMHE Guide for Higher Education Institutions 2012, pp. 7–11.

49 Robert STRADLING, *Multiperspectivity in history teaching: A guide for teachers*, Strasbourg 2003, pp. 7–64.

50 Orit LEHRER-KNAFO, *How to Improve the Quality of Teaching in Higher Education? The Application of the Feedback Conversation for the Effectiveness of Interpersonal Communication*, *EDUKACJA Quarterly* 2019, p. 149.

51 F. HENARD – D. ROSEVEARE, *Fostering quality teaching in higher education*, pp. 7–11.

52 O. LEHRER-KNAFO, *How to Improve the Quality of Teaching*, p. 149.

53 Colin BEER – Sherre ROY – Kate AMES, *Is it really flexible? Examining definitions of flexibility against contemporary practice in online education*, *Journal of Further and Higher Education* 47 (2), 2023, pp. 255–264.

and modernize higher education in competencies relevant to life and practice in the 21st century. To achieve this goal, an empirical study was conducted at universities in three countries using an online survey (supported by in-depth interviews): Adam Mickiewicz University in Poznań (AMU), Poland, the University of Hradec Králové (UHK), Czech Republic, and Constantine the Philosopher University in Nitra (CPU), Slovakia.

The main part of the study used a quantitative approach based on standardized online survey techniques (CAWIs). The study was conducted under the Erasmus+ grant KA220-HED - Cooperation partnership in higher education “Enhancing Quality Teaching of Humanities and Social Sciences in Higher Education for 21+” (Reg. No. 2021-1-CZ01-KA220-HED-000031122). The approvals of the ethics committees of the academic units involved in the project have been obtained.

The purpose of the research conducted was to obtain information from students and academics in the humanities and social sciences on the psychosocial aspects of studying in five areas: (1) *flexible forms* of education, (2) *informal education*, (3) *mobility virtual/international online education*, (4) links between the field of study and the *labour market*, (5) *psychological determinants of studying*. In this article, we present the selected results of the research.

We recruited 633 students: 136 (Czechia), 424 (Poland), and 73 (Slovakia); 72.5 % female, 23.5 % male, and 3.9 % persons with another gender identity; the mean age among the participants is 22.2 (min 18, max 53); level of study: Bachelor’s degree 59 %, Master’s degree 15.7 %, Uniform master’s degree 25.3 %. Among the participants in the survey were 86 teachers: 29 (Czechia), 34 (Poland), and 23 (Slovakia); 55.8 % were female, 38.4 % were male, and 5.8 % persons with another gender identity; the mean age among the participants is 43.9 (min 23, max 76) 52.3 % has formal training in teaching/pedagogy.

Flexible forms of education

Flexible education is an approach to institutional education that involves increased flexibility in learning processes. It is associated with making social relations (including student/teacher relations) more egalitarian and with the new possibilities of collecting and processing knowledge within the information society.⁵⁴ Project participants answered the question: *Ability to decide which dimensions of the learning process are important to your effectiveness?*

⁵⁴ Betty COLLIS – Jef MOONEN, *Flexible Learning in a Digital World*, Open Learning: The Journal of Open, Distance and e-Learning 17 (3), 2002, pp. 217–230.

Tab. 1: Flexible forms of education (students)

Dimensions flexible forms of education (students)	Answers	UHK %	AMU %	CPU %
Learning methods defined and impossible to change – (5) Learning methods adjusted to group	1	10.0	5.9	7.8
	2	9.1	9.0	10.8
	3	23.7	17.2	16.7
	4	29.2	25.0	26.5
	5	27.9	42.9	38.2
Learning content set in the syllabus and not subjected to changes – (5) Learning content varying	1	5.5	6.2	12.7
	2	8.7	8.7	7.8
	3	26.0	20.3	20.6
	4	31.1	27.3	30.4
	5	28.8	37.4	28.4

Regarding learning methods, students at all three universities favoured the choice of adapted methods to group dynamics and current topics (results in light blue) over those rigidly defined in the syllabus and impossible to change (results in navy blue). At AMU, students were most likely to favour adapting teaching methods to group dynamics and the topics discussed. A slightly lower percentage was reported at CPU and UHK.

Similar results were reported for the learning content, which, according to more than half of the humanities and social sciences students surveyed at each university, should depend on the interests of the participants and current events. These results show that students want to influence both the choice of teaching methods and the content itself. And if this is the case, a system for monitoring and implementing methods and content in consultation with – subjectively treated – students should be developed to meet these expectations. In other words, such an endeavour requires developing a new, participatory, inclusive system of cooperation between university management and students.

This is all the more important because, as Tab. 2 shows, university teachers also have similar expectations of these two dimensions of flexible education.

Tab. 2: Flexible forms of education (teachers)

Dimensions flexible forms of education (teachers)	Answers	UHK %	AMU %	CPU %
Learning methods defined and impossible to change – (5) Learning methods adjusted to group	1	7.9	4.8	0.0
	2	5.3	2.4	3.2
	3	26.3	19.0	22.6
	4	21.1	26.2	32.3
	5	39.5	47.6	41.9
Learning content set in the syllabus and not subjected to changes – (5) Learning content varying	1	2.6	2.4	0.0
	2	5.3	0.0	6.5
	3	36.8	28.6	22.6
	4	26.3	31.0	35.5
	5	28.9	38.1	35.5

The percentages of indications among university teachers in each of the three universities leave no illusions about the expectations of the lecturers. If we consider the learning methods themselves, more than 70 % of the lecturers surveyed at AMU and CPU and more than 60 per cent at UHK were in favour of greater flexibility in this dimension.

Across all universities, the flexibility of learning methods and content is essential for efficiency. AMU students and teachers were more likely than UHK and CPU students and lecturers to choose the option related to educational flexibility.

Informal education

Informal learning is all intentional educational processes of students that serve to acquire study-related knowledge but take place directly outside of the formally prescribed curriculum-based learning objectives. Informal learning is practice-based and task-oriented learning (task – both an on-course assignment and an off-course activity).⁵⁵ In our project, participants answered the question about available forms of non-formal education (thematic courses, workshops, open seminars, scientific conferences, and science festivals).

Let us turn our attention to workshops and scientific conferences only. What is striking is the high percentage of students at all three universities who have no knowledge of the workshops organised (UHK 41.6 %, AMU 42.3 % and CPU 51 %). This can be explained in two ways: students' lack of interest in this form of informal education or the inadequate information policy of the universities. Since

⁵⁵ Julian DECIUS – Janika DANNOWSKY – Niclas SCHAPER, *The casual within the formal: A model and measure of informal learning in higher education*, Active Learning in Higher Education 0 (0), 2022.

the percentage of answers “Not available” is generally low, and students declaring participation in this form of activity, especially at AMU and UHK, was over 40 per cent (the student could choose either “Available and I take part” or “Available”), this lack of knowledge is a phenomenon that universities need to work on.

Tab. 3: Informal forms of education (students)

Informal forms of education (Students)	Answers	UHK %	AMU %	CPU %
Workshops – proposals for developing knowledge, interests and competencies made available to students	Not available	10.3	5.8	12.7
	Available	4.2	5.2	7.8
	I do not know	41.6	42.3	51.0
	I participate	43.9	46.8	28.4
Scientific conferences – proposals for developing knowledge, interests and competences made available to students	Not available	1.9	2.4	9.8
	Available	7.9	6.8	10.8
	I do not know	46.3	61.4	52.9
	I participate	43.9	29.4	26.5

We face a similar situation when it comes to conferences. In the case of the latter, clear differences can be seen between the three universities surveyed. Students from UHK declare that they attend conferences most frequently (43.9 %), while those from AMU (29.4 %) and CPU (26.5 %) less so. Once again, the declared lack of knowledge is high, and there is considerable room for action for the universities in this dimension.

A survey conducted with academics shows that, particularly at AMU, lecturers declare the availability of both workshops (81 %) and conferences (88.1 %) accessible to students. On the other hand, one in four UHK lecturers and one in three CPU lecturers stated the unavailability of these two forms of informal education.

Tab. 4: Informal forms of education (teachers)

Informal forms of education (Teachers)	Answers	UHK %	AMU %	CPU %
Workshops – proposals for developing knowledge, interests and competences made available to students	Not available	25.0	4.8	32.1
	Available	47.2	81.0	46.4
	I do not know	27.8	14.3	21.4
Scientific conferences – proposals for developing knowledge, interests and competencies made available to students	Not available	27.8	2.4	35.7
	Available	61.1	88.1	53.6
	I do not know	11.1	9.5	10.7

Given the concern for the quality of education in the humanities and social sciences, as well as the relevance of non-formal education, which is becoming particularly important in a rapidly changing social reality, changes should be made to the organisation of higher education to take these aspects of education into account.

Academic mobility

Academic mobility is gaining importance in the context of the internationalization of European higher education.⁵⁶ However, the European higher education market remains fragmented into national or regional markets.⁵⁷ European higher education institutions thus operate in fragmented local markets, which may lead them to lack sufficient incentives to develop their strengths and run the risk of falling behind amid increased international competition for talented academics and students.⁵⁸ So we asked students whether academic mobility (physical – e.g., going on a scholarship or research internship; virtual – participating in internships, workshops, and classes) was part of their study process.

Tab. 5: Academic mobility (students)

Academic mobility	Answers	UHK %	AMU %	CPU %
Academic mobility was part of my study process	No	63.9	61.4	63.0
	Yes, in the form of physical mobility	13.2	13.0	14.8
	Yes, in the form of virtual mobility	16.0	14.6	16.0
	Yes, both in the form of physical and virtual mobility	6.9	11.0	6.2

The vast majority of students from all three universities surveyed had not participated in academic mobility. Participation in physical mobility was declared by around 13–14 per cent of students, an unfortunate result. Virtual mobility, which is probably a result of the coronavirus pandemic, also included a small percentage of students.

In terms of academic mobility, there is a significant challenge which – if we

56 Eugénia PEDRO – Mário FRANCO, *The importance of networks in the transnational mobility of higher education students: attraction and satisfaction of foreign mobility students at a public university*, *Studies in Higher Education* 41 (9), 2016, pp.1627–1655.

57 Christine MUSSELIN, *Towards a European Academic Labour Market? Some Lessons Drawn from Empirical Studies on Academic Mobility*, *Higher Education* 48 (1), 2004, pp. 55–78.

58 Linda VAN BOUWEL – Reinhilde VEUGELERS, *The Determinants of Student Mobility in Europe: The Quality Dimension*, *European Journal of Higher Education* 3 (2), 2013, pp. 172–90.

assume that academic exchanges have a value beyond just the content of teaching – can contribute to a significant improvement in the quality of teaching (not to mention the additional benefits in terms of intercultural relations, exchange of experiences, etc.). This also applies to university lecturers, which is why we also asked academics if they had experience teaching students pursuing mobile study forms.

Tab. 6: Experience of teaching students pursuing mobile forms of study (Teachers)

I have had the experience of teaching students pursuing mobile forms of study	UHK	AMU	CPU
Yes	74.2	68.6	66.7
No	25.8	31.4	33.3

Tab. 6 summarises the results. The situation looks a little better in this aspect because, for example, AMU has agreements with universities from other countries, which gives lecturers the opportunity to work with foreign students. However, this aspect has no synergy effect as these students do not have contact with AMU students. Therefore, these data should be viewed with caution because however valuable these experiences are; they may be isolated from the overall teaching process (giving a lecture in the summer semester at Humboldt University does not translate into benefits for domestic students, it is a matter of prestige for the lecturer themselves).

Labour market

There are ongoing concerns about the changing nature of the graduate labour market.⁵⁹ Increasingly, employer reports emphasize the need for graduates to be flexible, adaptive, familiar with new technologies, and able to transfer their skills in different contexts.⁶⁰ Achieving career success is essential not only for individual well-being but also for universities, whose success is increasingly measured by the employment outcomes of their graduates.⁶¹ The student’s future will depend on the 4Cs – critical thinking, communication, collaboration

⁵⁹ Denise JACKSON – Michael TOMLINSON, *Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions*, High Education 80, 2020 pp. 435–455.

⁶⁰ Hasan BAKHSHI – Jonathan M. DOWNING – Michael A. OSBORNE – Philippe SCHNEIDER, *The future of skills: employment in 2030*, London 2017; Wayne F. CASCIO, *Training trends: macro, micro, and policy issues*, Human Resource Management Review 29 (2), 2019, pp. 284–297

⁶¹ Denise JACKSON – Ruth BRIDGSTOCK, *Evidencing student success and graduate employability in the contemporary world-of-work: renewing our thinking*, Higher Education Research and Development 37 (5), 2018, pp. 984–998.

and creativity, especially being educated in the social sciences and humanities.⁶² Therefore, we asked students if their future job is related to their current study field and how much they think the listed competencies will be needed.

Tab. 7: Labour market: competence is important when working (students)

Competence important when working	Answers	UHK %	AMU %	CPU %
Ability to think critically	Not at all	16.3	15.7	12.7
	Rarely	30.0	26.6	30.9
	Sometimes	28.8	36.5	25.5
	Often	25.0	21.2	30.9
Ability to work with others	Not at all	12.5	5.1	9.1
	Rarely	22.5	15.8	23.6
	Sometimes	32.5	35.7	36.4
	Often	32.5	43.4	30.9

Let us look at two soft competencies, i.e. the ability to think critically and to work with others. More than half of the students from the three universities believe that the ability to think critically is ‘often’ or ‘sometimes’ important at work. The ability to work with others is even more valued, as more than 60 per cent of students at UHK and CPU and 80 per cent at AMU indicated so in the questionnaire.

We should also remember that more than 40 per cent of the students in the universities surveyed answered ‘rarely’ or ‘not at all’ in the case of critical thinking skills. However, ‘rarely’ answers predominate in this aspect, as can be read from Tab. 7. Even these data show that there is still room for change in this aspect, which is particularly important in the context of the requirements of the labour market and the demands of employers.

We asked university teachers what competencies they think are expected by potential employers of their students. In this case (Tab. 8), both the ability to think critically and to work with others definitely prevail. Awareness of the relevance of these soft competences still needs to be supported by the tools used in the courses taught so that all students are clear about their significance in their future careers (and that they have the practical ability to apply them in practice).

⁶² Putri Bullquis MARSA – Desnita DESNITA, *The Validity of Contextual-Based Learning Videos of Wave Material to Improve Student’s Critical Thinking, Creative, Collaboration, and Communication Skill*, International Journal of Progressive Sciences and Technologies (IJPSAT) 25(2), 2021, pp. 185–193.

Tab. 8: Labour market: competencies expected by potential employers (teachers)

Competencies expected by potential employers	Answers	UHK %	AMU %	CPU %
Ability to think critically	Not at all	6.1	8.3	11.1
	Rarely	6.1	22.2	14.8
	Sometimes	36.4	22.2	11.1
	Often	51.5	47.2	63.0
Ability to work with others	Not at all	6.1	2.8	11.1
	Rarely	9.1	13.9	11.1
	Sometimes	36.4	19.4	25.9
	Often	48.5	63.9	51.9

Psychological determinants of studying – assessment of competence of academic teachers

Since the primary goal of university education is, broadly speaking, to achieve optimal preparation of future professionals for the changing labour market, expectations about the competence of university teachers are increasing. Interest in improving the quality of education and, consequently, the pedagogical training of university teachers has also risen.⁶³ Students were asked to assess academics who taught in their field of study.

Tab. 9: Assessment of competence of academic teachers (students)

Assessment of competence of academic teachers (Students)	Answers	UHK %	AMU %	CPU %
Content competence	Definitely high	40.1	30.1	38.1
	High	43.4	54.2	40.5
	Average	15.8	13.3	16.7
	Low	0.0	1.1	2.4
	Definitely low	0.7	1.3	2.4
Teaching methods they use	Definitely high	13.8	10.8	9.5
	High	45.4	41.5	40.5
	Average	34.9	39.9	36.9
	Low	4.6	6.1	9.5
	Definitely low	1.3	1.8	3.6

63 Nicoleta DUȚĂ – Elena RAFAILĂ, *Importance of the Lifelong Learning for Professional Development of University Teachers – Needs and Practical Implications*, Procedia – Social and Behavioral Sciences 127, 2014, pp. 801–806.

Given the increasing demands of students on their chosen fields of study and their subjectivity, the results show a very high evaluation of academic teachers in terms of content competence. The vast majority of students at the three universities (about 80 per cent on average) rated this dimension as ‘definitely high’ or ‘high’.

However, the teaching methods are not as good, with only half of the students rating them highly or very highly. More than 30 per cent of indications were recorded for the average level of the teaching methods used by the lecturers. This result calls for reflection, but above all, implementation (in training and workshops) and monitoring solutions to support the teaching staff. These are crucial and measurable components of the quality of social sciences and humanities education that need to be put in place.

Our study asked academics whether they were interested in developing their competencies in various areas. The results for the two competency dimensions are presented in Tab. 10.

Tab. 10: Interested in developing competence as a teacher

Interested in developing competence as a teacher	Answers	UHK %	AMU %	CPU %
Interested in developing competence as a teacher in relation to—content competence	Definitely not	0.0	11.4	4.0
	Rather no	37.5	22.9	12.0
	Rather yes	25.0	34.3	40.0
	Definitely yes	37.5	31.4	44.0
Interested in developing competence as a teacher in relation to—the teaching methods	Definitely not	0.0	5.7	8.0
	Rather no	18.8	25.7	16.0
	Rather yes	40.6	37.1	36.0
	Definitely yes	40.6	31.4	40.0

Given the sensitive nature of the questions themselves, it is apparent that academics are realising the need to develop content competence and teaching methods. This is an important signal to social sciences and/or humanities faculty managers to bring about change in this area.

* * *

Our research shows that, given the concern for the quality of education in the humanities and social sciences, flexibility in teaching methods and content should be introduced in teaching students, and the importance of non-formal

education and academic mobility should be recognized, which are becoming particularly important in a rapidly changing social reality. As part of the courses, emphasis should be placed not only on developing competencies such as critical thinking or cooperation but also on increasing students' awareness of these competencies' importance in their future professional careers. It may also be worth working on naming competencies, since their acquisition (practical by practice, e.g., every text analysis is a training in critical thinking – and working with text is the basis of social studies and humanities) does not always go hand in hand with awareness of their acquisition. Evaluations or feedback refer to tasks, e.g., text analysis, implementation of a research, a report, etc., and yet each of them required practicing the core competencies, which is rarely emphasized during studies. According to our results, students rate the content competence of academics as very high and high, but the teaching methods used by academics are high and average. At the same time, as can be seen from the data obtained, university lecturers are aware of the need to develop their own content competence and teaching methods. Thus, there is a need to support academics in developing their student teaching competencies by providing tools that are relevant to the needs of today's students and the dynamically changing labour market.

Words: 4 148

Characters: 22 809

Methodological Sheet 1: Textbooks as an Educational Medium

Václav Sixta

Abstract: The methodology is intended for university teachers as a proposal to organize a 90-minute seminar for students of teaching civics, or teaching history and other humanities (history, philosophy, political science, sociology). Students work with samples from the textbooks of civics, which they analyze, interpret, and take a position on the chosen methods and the processing of specific chapters. The aim of the activity is to develop skills of critical insight into educational media and their instructed use in teaching.

Keywords: textbooks, civics, semantic analysis, gender

Objectives:

- Students get acquainted with specific civics textbooks.
- Students acquire various approaches to critical analysis of textbooks.
- Students develop their methodological competencies in relation to the work with educational media.

Forms of Teaching: group, collective, cooperative

Methods Applied: brainstorming, discussion, analysis

Type of Teaching Unit: mixed

Competencies in Focus: communication, critical thinking, methodological competences

Reflection: in the form of guided discussion with students

Description and Rationale of the Seminar

The lesson focuses on the critical analysis of the textbook as an educational medium. Its aim is to develop skills of critical insight into educational media and their instructed use in teaching. Textbooks are a traditional educational medium. Since the 19th century, they have presented an authoritative

interpretation of a given study field by experts who usually wrote them. The pupils were intended to reproduce the content of these textbooks and thus they also represented educational objectives.

Approximately since the 1970s, textbooks have increased space for didactic aids, and focused on greater involvement of pupils and their own experience. Workbooks or other educational aids have also gradually been added to textbooks. Today, there are research textbooks for a number of study fields that completely put the pupils' own activity at the forefront. Even though the professional community agrees on pedagogical constructivism as a shared starting point, textbooks do not avoid disputes related to their content. Especially in the context of the so-called cultural wars, textbooks can become the subject of controversy.

Last but not least, textbooks are also business articles. From this perspective, schools, pupils, and parents represent a potentially large market in which textbook publishers try to establish themselves. The teacher is (in cooperation with the headmaster of the school) the subject of the marketing of these publishing houses and their role is to be oriented in the offered aids so that they can choose those that would benefit the pupils and be in accordance with the educational programs.

The following lesson, therefore, seeks to develop the methodological competencies of future teachers to work with textbooks using an analytical approach. The lesson works with four perspectives that combine formal and content analysis. First of all, it is text analysis: students can notice what different genres are present in the textbook and use keyword analysis to decipher the key messages of the textbook. In recent years, the share of the visual component of the content of textbooks has increased, which is why the image component is the second perspective. Students focus on the use of visual material (illustrations, sources) and on possible stereotypical imaging.

The third perspective is the gender category. Students pay attention to the differences between the depictions of women, men, and children in different contexts. Until recently, textbooks were written predominantly from a masculine perspective, and gender analysis can be an example of a productive category for critical reading of educational materials. The last category is the analysis of the methods used in the textbook. In this case, students notice what tasks are present in the textbook for pupils, what is the activation of pupils, or the way of formulating questions. Thanks to this, it is possible to identify the idea of the textbook's authors about the ways of their involvement in teaching.

The outcome of the above-mentioned analysis is not only knowledge about the character of textbooks, but students also formulate recommendations for the use of the textbook in teaching. The aim of the lesson is not to evaluate specific textbooks, but to develop analytical and methodological competencies of students.

Schedule of the 90-minute seminar

Timeline	Activity	Notes
0:00–0:15	An introductory evocation on the role of textbooks in education	Evocation
0:15–0:45	Working in groups – textbook analysis	Awareness phase
0:45–1:15	Presentation of work in groups and discussion	
1:15–1:30	Reflection of group work results, answer to main questions	Reflection phase

1. Evocation

Objectives of the teaching unit	Students share their experiences with civics textbooks.
Duration of the activity	15 minutes
Structure of the educational situation	<p>Students are asked to share in pairs for 5 minutes their memories of the civics textbooks from which they learned in high school or elementary school. The task of students is to remember both what they perceive as positive and negative aspects of textbooks from the current perspective.</p> <p>Subsequently, students are asked to share the main points of the previous discussion. Finally, the teacher will summarize what was said and presents the topic of the upcoming lesson.</p>
Facilities and tools	Seminar classroom appropriate to the size of the group.

Modifications of teaching/seminar

- Any other form of brainstorming can be used.

2. Working in groups – textbook analysis

Objectives of the teaching unit	The student will get acquainted with a specific research perspective. The student applies the given perspective to a specific material.
Duration of the activity	30 minutes
Structure of the educational situation	Students are divided into at least four groups and distribute worksheets and copies of parts of textbooks. The teacher explains the task: students analyze textbooks from four perspectives: 1) text analysis, 2) gender analysis, 3) analysis of the methodological part of textbooks, and 4) analysis of the visual aspect of textbooks. For each perspective, students have a worksheet that provides support for the analysis itself. Students analyze the assigned textbooks and write the results in a worksheet.
Facilities and tools	Seminar classroom appropriate to group size, worksheets, and copies of textbooks.

Modification of teaching/seminar

- If possible, students can get part of the task already as a preparation assignment before the seminar.

Methodological notes for teachers

- Each perspective should be represented at least once, but one perspective can also be represented in several groups.
- It is possible to analyze one textbook per class or compare several different textbooks with each other. The size of the sample depends on the choice of the teacher, it is recommended to work with at least two chapters, or ideally one thematic block.

3. Presentation of the results of work in groups and discussion

Objectives of the teaching unit	Students will present the results of their group work.
Duration of the activity	30 minutes
Structure of the educational situation	One by one, students present their findings to others. The rest of the group can ask for details. The teacher writes the main ideas on the flipchart and at the end summarizes the main findings.
Facilities and tools	Seminar classroom appropriate to the size of the group, flipchart.

Methodological notes for teachers

- In this part, the teacher has the role of a presenter who manages the discussion, checks the time schedule, and summarizes the main information that will be heard.

4. Final Reflection

Objectives of the teaching unit	Students will realize from what different perspectives it is possible to examine the textbooks. Students will deepen the information that was presented in the previous parts of the lesson.
Duration of the activity	15 min
Structure of the educational situation	The teacher leads common reflection in the whole group. Key questions: <ul style="list-style-type: none">• What perspective was easy/difficult to apply?• Which of the perspectives brought the most surprising conclusions?• What do the conclusions imply for working with textbooks in practical teaching?
Facilities and tools	Seminar classroom appropriate to the size of the group, flipchart.

Annex No. 1: Textbook of civics education, Plzeň (Fraus publishing house) 2005.⁶⁴

Textbooks from the production of an established textbook publishing house. The textbook intended for the 8th year of primary school and corresponding years of multi-year grammar schools is one of the commonly used tools at Czech schools.

OSOBNOST

Co je už za mnou

Každý provádíme svůj život jinak, každý máme vlastní cestou. Někteří z nás žijí „ze dne na den“, jiní přemýšlejí o své minulosti a plánují svou budoucnost. Náš život začíná narozením, respektive početím, a končí smrtí.

Nakresli líni svého života jako úsečku, jejíž počátek symbolizuje narození a konec úmrtím. Zkus odhadnout, v kterých místech se nachází tvůj současný život a s jakou délkou svého života můžeš při dodržování zásad zdravého způsobu života přibližně počítat.

Snoušasti v dětství mystičkami?
SŮŠEČNICI. CO OPRAVDU POKRÝVAJÍ ŽITÍ? A jsou, jak říci, co Altkar a jak vůbec, být, jsem se naučil v mateřské škole. Maudslor mne nechtěla na vrcholku kory zrušit povstání, ale na příkvetí v nedělní škole. Takže jsem se tam naučil.
O učitelce se nechtěl. • Hrají šifru - Někdo nechtěl. • Vracel věci tam, kde jsi je našel. • Čláček po sobě. • Někdo si mi o hrající. • Kdežto někdo, někdo poznání. • Přel jsem si v ústí rasy. • Společně. • Obdobně. • K. Všechno, co nemohu pochopit, zruš. • Jsem se naučil v mateřské škole!
 A děti, které do školy nechtěly, volně všechno ještě naučil jejich tatínek a maminka.

Tvůj dosavadní život je jako film, ke kterému se můžeš kdykoli vrátit a připomenout si důležité okamžiky svého života. Uplynulo už pár let, než ses dostal(a) na místo, kde se právě nacházíš. Zkus se na chvilku a vzpomínkej.

Pomoci obrázků zachyť na snímcích filmu nejdůležitější okamžiky svého života, rozhodující události, které utvářely tvou osobnost. Můžeš použít i fotografie nebo obrázky z časopisů.

Zkus vysvětlit, co si představíš pod pojmem „vinoj“. Vyhleď významy tohoto slova ve Slovniku výslovné češtiny (SSC).

O kterých výlo- věch říkáš lidem život se učil(a) v šestém ročníku?

Dva lidé se poznají, zamilují se do sebe a pak se třeba narodí tví. V tvém životě nastanou události, které nějakým způsobem ovlivní tví další život.

Jaké zásadní změny v tvém životě zapřítelnily okamžiky zachycené na filmovém pásu? Popiš, čím byly významné. O jaké události se jedná? Můžeš nám o nich něco říci? Byly spíše příjemné, nebo o nich raději nechceš vůbec mluvit? Vzpomínáš si také na některá významnější onemocnění nebo úrazy?

Pohlédni si práci spolužáků a najdi společné znaky nebo rozdíly. Pokus se najít nejvýznamnější změny v lidském životě a jeho jednotlivých vývojových fázích.

OSOBNOST

Po narození jsi neuměl(a) chodit, mluvit, číst ani psát. Ted to již umíš, dokonce ses naučil(a) i jezdit na kole, pracovat na počítači, apod. V životě se budeš muset naučit ještě mnoho jiných věcí, ale ty to určitě zvládneš. Člověk se mění v průběhu celého svého života. Poznává nové věci, učí se, získává vědomosti, utváří si dovednosti, otcí se v nových situacích, v nichž se rozvíjejí jeho vlastnosti. Největší změny se však odehrávají v období dětství a dospívání.

Děnné setkávání s řadou odlišností mezi lidmi, které potkáváme.

Co sebrálo důležitou roli v tom, že nejsme stejní, a proč jsou mezi námi často velké rozdíly?
 Je důležité odlišnosti vzhledové? V čem se nejvíce lišíme?
 Jak nás může ovlivnit prostředí, v němž žijeme?
 Co nás spojuje?

Napiš do šesti příklady biologických, psychologických a sociálních změn. Dokážeš správně přiřadit všechny změny? Zvládneš doplnit další příklady?

biologické změny **psychické změny** **sociální změny**

schopnosti, růst ochlupení, zájmy, mutace, větvení se, vnitřní, fantazie, paně, sebepoznání, talent, růst kostí, soužití, rozvoj sexuality, spolupráce, city, tolerance, osamostatňování se, menstruace, kritičnost, zvěšování pohlavních orgánů...

To, jací jsme a kým se v budoucnu můžeme stát, ovlivňuje mnoho činitelů. Jsou to zejména **vrozené předpoklady** – zděděná stavba těla, vloh, ale také **prostředí**, v němž vyrůstáme. Všechny tyto vlivy se vzájemně prolínají a nete je od sebe oddělit. Má-liš od přirody talent naučit se hrát na nějaký nástroj, může se z tebe stát hudební virtuos, ale také nemusí. Záleželo na tom, zda budeš chtít a budeš plně cvičit a zda tě vůbec někde přihlídí do ZUS.

Shrnutí

Naše životní cesta není plynulá, čení se do etap a přechod mezi nimi nebývá vždy bez problémů. Především na nás záleží, jak se vyrovnáme s minulostí (např. s různými „průšvihy“ a smutnými okamžiky) a co nám přinese náš další život.

Dokážeš definovat nebo vysvětlit pojmy biologické, psychologické, sociální? Vypíš některé pojmy, které mají také např. ve Slovniku české slovo nebo ve SSC.

Zkus, jaký je rozdíl mezi dědičným a vrozeným.

OSOBNOST

Kde právě jsem

Ted právě prožíváš jedno z národních období svého života, ale pamatuj: „Víš, co jsi? Jsi zátrk. Jsi jediný. Po celá ta léta, co je světi svítem, na ještě nebylo žádný dítě, jako jsi. Z žádné nemlo tvoje nohy, ruce, ústa nebo prsty, své polsky. Mléč z toho byl Šuk karavero, Michelangelo, Beethoven, Mléč dotáží osobu. Jsi opravdu zátrk. A už vyrosteš, copak bys mohl zranit někoho, kdo je zátrk stejně jako ty?“

(Pablo Casals z knihy Canfield, J. Slepičí polévka pro duši.)

Koho si představíš pod pojmem osobnost?

Co tě na těchto lidech upou- talo, čeho si na nich nejvíce ceníš? Jsou osobnosti pouze společensky významní jedinci? Víš, že osobnost jsi i ty? Zkus vysvětlit proč.

Na celém světě nenajdeš dva úplně stejné jedince. I ty jsi zcela jedinečná a neopakovatelnou bytost stejně jako my všichni.

Dokážeš vysvětlit, jaký(á) jsi? Využij písmen svého jména a přjmení a napiš své přednosti, schopnosti a vlastnosti, které zaslouží obdiv, ale také své zápor, chyby, slabosti a nejistoty – jsem nejistý(á) v přimotnosti velkého počtu lidí, nedokážu mluvit před publikem, mám často tráhu, obtížně narážím kontakt s jinými lidmi, spolím se, když se na mě včítají dvoji...

M	í	l	y	N	e	z	b	e	d	ý		
A				u	p	o	v	i	d	á	n	ý
k	a	m	a	r	á	d		v				
T				I				K				
N								A				

Připadá ti tento úkol obtížný? Bylo pro tebe těžké, nebo dokonce nepřijemné „arvečkovat“ záporné či kladné stránky své osobnosti? Z jakého důvodu? Co se ti sňklovalo hůře? Napadá(a) jsi o sobě více kladů, nebo záporů? Překvapil(a) jsi někoho tím, jak ses charakterizoval(a)? Překvapil někdo tebe? Čím je to způsobeno?

Zkus, co je důležitější – slovo a čemu se využívá.

Ve kterých oblastech se používají osobnosti na fotografích? Čím jsou významné?

Zkus, co je důležitější – slovo a čemu se využívá.

Víš, které barvy jsou teplé a které studené? Které na tebe působí lépe a proč? Jak je tvoje nejoblíbenější barva?

Víš, kdo je teenager?

OSOBNOST

U některých charakteristik je obtížné určit, zda jsou záporné, nebo kladné. Srdí se dokonce, že i stinné stránky pro nás mohou být někdy výhodné, a naopak naše kladná nám mohou zkomplikovat život.

Dokážeš uvést nějaký příklad?

Někdy je člověk sám pro sebe hádkou. Občas udláme něco, čím sami sebe mile překvapíme, nebo se naopak nezachováme tak, jak bychom chtěli a také předpokládali. A ne vždy jsme zcela spokojeni sami se sebou.

Obkresli obrysy svých dlaní. Do levé pomoci slov, obrázků a barev vyjádři, jaký(á) jsi. Do pravé pak, jaký(á) bys chtěl(a) být.

Čím se od sebe liší obrázky tvých dlaní? Malovala se ti snadněji levá nebo pravá ruka? Bylo těžké vysvětlit, jaký(á) jsi nyní? Co bys chtěl(a) na sobě změnit nejvíce? Napadá tě způsob, jak to provést? Pracoval se ti lépe s barvami, slovy nebo obrázky?

Dospívání je složité období. Začíná kolem 12. roku pubertou a končí přibližně ve věku 18–20 let adolescence. V průběhu této doby procházíme řadou výrazných biologických, psychologických a sociálních změn, jimž se snažíme přizpůsobit. Někdy se to daří více, jindy méně.

Které z těchto změn se tě přímo dotýkají?

rozvoj logického myšlení	kolidání vlté a sebekontroly
kritika dospělých	silné prožívání vztahů
touha po originalitě	sexuální dospívání
potřeba sebepoznání	hledání partnera
touha osamostatnit se	volba povolání
potřeba rodinného zájmu	rozpor mezi tělesnou zralostí
potřeba mít se kam vracet	a sociální nezralostí
potřeba porozumět	sřetení s hodnotami dospělých
potřeba kladných citových vztahů	konflikt mezi ideály a realitou
zvýšená citivost	první láska

64 Dagmar JANOŠKOVÁ – Monika ONDRÁČKOVÁ – Dagmar ŠAFRÁNKOVÁ, Občanská výchova 8. Rodinná výchova 8: pro základní školy a víceletá gymnázia, Plzeň 2005.

Annex No. 2: Textbook of civics education, Praha (Nová škola publishing house) 2017.

Textbook for 8th year of primary schools and corresponding years of multi-year grammar schools, which is also one of the commonly used materials.

JÁ JSEM JÁ

2. ZÁJMY

Zájem je dlouhodobější vztah člověka k jinému člověku, zvířeti nebo předmětu. Jako zájem označujeme také **dlouhodobou snahu zabývat se dobrovolně nějakou činností** (např. hrou na klavír, čtením). Zájem je zpravidla doprovázen **citovou vazbou**.

Povídejte si o svých zájmech. Můžete se všem svým zájmům věnovat? Pokud ne, proč?
Sepište všechny zájmy, kterým jste se ve vašem dosavadním životě věnovali.

3. HODNOTY

Hodnoty vyjadřují to, co je pro nás **důležité, potřebné, cenné**, nebo si **ceníme**, co **obdivujeme**. Každý člověk uznává jiné hodnoty. Některé jsou **obecně dané** (např. život, zdraví, morálka, přátelství), jiné si **vytváříme sami**.

Hodnoty se dají rozdělit na **materiální** (např. peníze, majetek) a **duchovní** (např. přátelství, rodina). Existují také hodnoty, které mají **materiální** a zároveň **duchovní charakter** (např. obraz Mona Lisa, který má velkou finanční hodnotu a také nevyčíslitelnou uměleckou hodnotu).

Každý z nás dává hodnotit, co je dobré a co špatné, co je důležité a co méně důležité, co se nám líbí a nelíbí. Ukazujeme tak svůj vztah ke světu, společnosti, k jednotlivým lidem.

materiální

duchovní

Vyberte pět pro vás nejdůležitějších hodnot a svůj výběr zdůvodněte. Pokud některou hodnotu v nabídce postrádáte, uveďte ji také. Myslete, že se váš výběr hodnot bude měnit s věkem?

lásku

peníze

zdraví

rodina

auto

ohleduplnost

bydlení

samota

umění

přátelství

víra

cestování

práce

kamarádka

štěstí

svoboda

pravda

nezávistost

mír

vzdělání

společenské uznání

klid

dovolená i moře

Hodnoty vedou k jednotě i ke konfliktům.* (Kjell A. Nordström)

Jak jste pochopili uvedený citát? Diskutujte o něm.

Zapojte se roditeli, které hodnoty uznávají a proč jsou pro ně důležité.

Zájem: anglicky – **interest** [ˈɪntərəst] německy – **die Interessen**
hodnoty: anglicky – **values** [ˈvælju:z] německy – **die Werte**

Mapa: Čtanka 8, str. 95

JÁ JSEM JÁ

JAK SE VIDÍM JÁ

Lidé o sobě mají určité **mínění**, které se nemusí shodovat se smýšlením ostatních. Každý člověk by měl **uvědomit a sebezpoznaní**. Ide o **snahu porozumět způsobu svého chování, provádění životních situací, svým náladám**. Se sebezpoznaním souvisí **sebehodnocení** – vyhodnocení **kladů i nedostatků své osobnosti**. Ze sebehodnocení by měla vzejít **snaha každého z nás lépe se ovládat a zdomokanovat své jednání**. Při sebehodnocení je potřebná **správná míra sebekritiky**.

Rozdělte list papíru na dva sloupce. Do prvního napíšte své kladné vlastnosti, do druhého vlastnosti záporné. Podle uvedeného vzoru vyznačte míru jednotlivých vlastností.

1. veselý	0	5	10
2. kamarádský	0	5	10

Nabídka vlastností: veselý, kamarádský, aktivní, tolerantní, rovtový, čestný, kritičtější, zodpovědný, zvědavý, odvážný, soustředěný, zájmový, doměřitlivý, vstřícný, sebezpoznaní, agresivní, nepokojný, náladový, líný, všíchný, zakomplexovaný, úzky, zlobivý, posravný.

Papír si vyměňte s některým spolužákem a na druhou stranu napíšte jeho kladná a záporná vlastnosti. Potom si papír vyraťte. Porovnejte, v kolika vlastnostech jste se shodli, v kolika ne. Které vlastnosti vám mohou v budoucnu působit problémy, a proto byste se jich měli zbavit? Které byste naopak rádi měli, a dosud vám chybí?

Dokončete věty:

Nevěste se mi na sobě líbí...
Jsem šťastný/šťastná, když...
Chtěl(a) bych, aby moji rodiče...
Chtěla bych přijmám...
Kritika a nepřetmání sdělení přijímám...
Doufám, že jednou...
Kdybych byl(a) zvířetem, byl(a) bych... protože...
Kdybych byl(a) květinou, byl(a) bych... protože...
Kdybych byl(a) barvou, byl(a) bych... protože...
Kdybych byl(a) hudebním nástrojem, byl(a) bych... protože...

JAK MĚ VIDÍ OSTATNÍ

O člověku mnohé vypoví jeho **reakce na různé situace, jeho chování i ostatním i jeho zevnějšek** (např. způsob oblékání).

Přečte uvedeného vzoru vytvořte na list papíru tabulku, napíšte na ní jméno svého kamaráda ze třídy a odpověďte na otázky ze seznamu. Pokud neznáte odpověď, nechte danou kolonku prázdnou. Následně přečte papír spolužákovi, o kterém jste psali, a vyzměte si papír se svým jménem. Přečte si, jak váš spolužák vidí a co o vás ví. Sblouží se jeho odpovědi a vaše? Překvapily vás některé odpovědi? Nati vs některá odpověď k zamýšlení? Diskutujte.

Otázky:

- Kdo je oblíbený filmový nebo literární hrdina tohoto spolužáka?
- Které dvě knihy by si měl na psaní autor?
- Co by si koupil, kdyby vyhrál 10 tisíc korun?
- Který sport (konečně) ho baví nejvíce?
- Čím by chtěl být v dospělosti? (povolání)
- Napíšte jednu jeho dobrou vlastnost, která ho nejvíce vystihuje.
- Jak je oblíbený jídlo tohoto spolužáka?
- Jakou má tento člověk slabost?

Obnova: Každý žák na další list odpovídal na tyto otázky o sobě.

JMÉNO:	Pavel
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

sebezpoznaní: anglicky – **self-knowledge** [ˈselfˌnɒldʒ] německy – **die Selbsterkenntnis**
chování k ostatním: anglicky – **behaviour towards others** [ˈbeɪhævɪər təʊwərdz ˈɒðə(r)] německy – **das Verhalten zu anderen**

JÁ JSEM JÁ

Zopakujte si, jaké vlastnosti má introvert a jaké extrovert.

Na list papíru vytvořte model osobnosti a vyznačte v něm své vlastnosti a typ temperamentu. Ve které části máte nejvíce vlastností? Myslíte si o vás i váš spolužák?

2. SCHOPNOSTI

Pos svých předcích dědíme určité **vlohy** (vrozenné předpoklady k nějaké konkrétní činnosti). Pokud budeme svoje **vlohy** během života **zdomokanovat**, změní se ve **schopnosti**.

Schopnosti jsou podmínkou **úspěšnosti v určité oblasti** naší činnosti. Podle toho, jak jsou **schopnosti rozvíjeny** a jakých výsledků člověk v daném oboru dosahuje, rozlišujeme **několik úrovní rozvoje schopností**. Jsou to (řazeno od nevyššího stupně):

- genialita** – mimořádně rozvinuté schopnosti, umožňují vytvářet vrcholná díla,
- talent** – vysoké rozvinuté schopnosti, umožňují dosáhnout vynikajících výkonů,
- nadání** – dobře rozvinuté schopnosti, umožňují nadprůměrné výkony.

Inteligence
K tomu, abychom uměli vyřešit problémy a byli úspěšní v běžném životě, je důležitá **obecná schopnost** neboli **inteligence**. Rozumíme jí **schopnost účinně jednat**, rychle a správně nacházet vztahy mezi předmetů a jevy. Inteligence je **vrozenná**, během života ji však můžeme dále rozvíjet.

Inteligenci lze testovat a vyjadřovat pomocí **hodnoty IQ** (inteligenci koeficient). Hodnota IQ umožňuje srovnat výkon jedince s výkonem dalších osob stejného věku.

Vysoká inteligence se projevuje logickým myšlením, dobrou pamětí, bohatou slovní zásobou, přesným a pohořovým vyjadřováním, představitelostí a schopností využít nabytých zkušeností.

Průměrná hodnota IQ je 90-100. Hodnota IQ však nelze přikládat přehnaný význam. Její inteligence totiž nemají vždy vysokou inteligenci (např. kreativitu).

Sestavte příklad svých schopností a a hádky vyznačte její míru. V čem obzvlášť vynikáte? Zkusíte-li své názory za svůj výkon nějaké ocenění? Víte, po kterém ze svých předků jste zdědili určité vlohy?

Rozklete, jakým způsobem se měří IQ.

Vyhledejte na internetu testy IQ a otestujte svou inteligenci.

Pokuste se vyřešit následující úlohy:

- Doplňte číselnou řadu: 1 3 6 10 15 21 ? ? ?
- Doplňte chybějící písmeno a číslo:

1	D	7	?
A	4	G	?
- Doplňte sítky po posledních tři kruhy:
- Doplňte chybějící obrázek:

4. Doplňte chybějící obrázek:

schopnosti: anglicky – **abilities** [əˈbɪlɪti] německy – **die Fähigkeiten**
inteligence: anglicky – **intelligence** [ˌɪntelɪdʒəns] německy – **die Intelligenz**

JÁ JSEM JÁ

3. CHARAKTER

„Inteligence sama nestačí. Teprve intelekt plus charakter je činem pravé výchovy.“ (Martin Luther King – The Purpose of Education)

- Zopakujte si z učiva 7. ročníku, co je charakter a jak se projevuje.
- Jaký máte názor na výše uvedený citát?

Charakter je soubor dobrých i špatných povahových vlastností člověka. Projevuje se ve vztahu k druhým lidem, k sobě, k práci apod. Nedělá se, ale **ziskáváme jej i průběhem života**. Charakter se může **měnit výchovou** (v rodině, škole, ...) nebo **sebevýchovou**, která předpokládá poznání sebe samého.

Uveďte příklady situací, na jejichž základě se může změnit charakter člověka. Jak se může charakter projevovat ve vztahu k druhým lidem?

Kterou váš negativní povahovou vlastnost se roditelům, učitelům nebo vám samotným podařilo odstranit? Vyberte si jednu svou špatnou vlastnost a snažte se ji odstranit. Promyslete, co pro to budete muset udělat. Za půl roku zřekapříkladíte, zda se vám to podařilo.

Jaké povahové vlastnosti by měl mít opravdový přítel? Svou odpověď zdůvodněte.

Přečte si uvedený citát o charakteru. Který z nich vám připadá nejzajímavější? Zkuste ho rozvíjet, vysvětlit. „Nic není více málo než lidé, kteří rozvíjejí dobré rady, ale jsou špatný příklad.“ (Thomas Vincent Peckle)

„Špatný projev má neobčasně vzhled. Člověk si nemůže pamatovat, co kdy řekl.“ (Marcelle Chvaly)

„Ztratíme-li bohatství, neztratíme nic, ztratíme-li zdraví, a něco přijdeme, ztratíme-li charakter, ztratíme všechno.“ (Billy Graham)

4. VŮLE

Často říkáme: „Ten člověk má (nemá) pevnou vůli.“ Jak byste svůj charakterizovali?

Vůle je schopnost člověka realizovat své úmysly, dosáhnout vytčených cílů a záměrů. Pokud chce člověk dosáhnout svého cíle, potřebuje k tomu určité vlastnosti, jako jsou například:

zodpovědnost

vytrvalost

rozhodnost

důslednost

zásadovost

pečlivost

Rozumíte všem uvedeným pojmům? Diskutujte o nich. Pouště, které z těchto vlastností máte a které vám chybí. Napíšte, čeho byste chtěli v životě dosáhnout a o pro to dělat. Dáří se vám to? Jaké máte krátkodobé cíle? Máte nějaký dlouhodobý cíl?

Doplňte věty a zapíšte je do sešitu: 1. Mám největší obavy... 2. Tři věci, ve kterých jsem dobrý/ dobrá... 3. Tři věci, kterými se děláte... 4. Tři věci, ve kterých jsem dobrý/ dobrá...

POTŘEBY, ZÁJMY, HODNOTY

Vše, co lidé dělají, je něčím motivováno. Nejzákladnější **motivy** jednatel člověka jsou:

- potřeby,
- zájmy,
- hodnoty.

1. POTŘEBY
Potřebami rozumíme **nedostatek nebo nadbytek něčeho, co potřebujeme k životu**.

Co myslíte, že patří k jednotlivým potřebám uvedeným v grafu? Které potřeby jsou pro vás nejdůležitější a proč? Uvedené potřeby zařaďte do správných kategorií: potřeba odpovědnosti, přátelství, společenského uznání, jídla.

vůle: anglicky – **will** [wɪl] německy – **der Wille**
potřeby: anglicky – **needs** [ni:dz] německy – **die Bedarfe**

Utilizing the Worksheets

This methodological sheet contains four worksheets with which students work in parallel in groups. Each worksheet represents a different perspective from which textbooks can be viewed as an educational medium. They concern gender, the concept of citizenship, the visual aspect of textbooks and, last but not least, their methodological level. The worksheets provide support for students to analyze textbooks, the results of which are then presented to others and interpreted under the guidance of the teacher. The following solutions apply to the above examples of textbooks from the Czech milieu, but they can also be used for the analysis of other textbooks or teaching aids. These can be adapted to the needs of the target group and the educational objectives of the course when working with the methodological sheet. Therefore, the solutions are rather models, taking into account the research and interpretive nature of the whole lesson. It can be assumed that the results may differ from the examples below, without compromising the achievement of the objectives of the lesson.

WORKSHEET 1: GENDER – HOW THE TEXTBOOK WORKS WITH GENDER IDENTITIES

What is the gender balance in the textbook?

Textbooks are dominated by male-oriented examples and personalities.

What role do textbooks assign to men and women?

Women play a rather passive role in selected chapters, often limited to family life or caring for others. Men, on the other hand, play an active role, usually associated with success and social recognition.

Does the language used in the textbook take into account both genders?

Fraus: the generic masculine dominates; only if the text is addressed directly to the reader, does it use the female gender in parentheses.

Nová škola: it is dominated by generic masculine in combination with 2nd person plural, and only rarely is the female gender used in parentheses. This also applies to the test “As I see myself”, where all adjectives are given only in the male gender.

	Number in texts	Number in figures	Role and appearance
Male	Fraus 1 NŠ 5	Fraus 9 NŠ 1	Fraus: Men in an active role (footballer, violinist), often associated with success or as authors of quotes. NŠ Men as the sole authors of quotes & photographs by Albert Einstein.
Female	Fraus 0 NŠ 0	Fraus 6 NŠ 3	Fraus: women are either portrayed as girls or in a caring role (Mother Teresa). NŠ: women are only in the pictorial part, as a partner, mother, and theme of a work of art.

Does the textbook deal with gender identity? Describe where and how.

The selected examples do not thematize the topic of gender.

WORKSHEET 2: CONCEPT OF CITIZENSHIP – WHAT DOES ‘BEING A CITIZEN’ MEAN ACCORDING TO THE TEXTBOOK?

How often does the word “citizen” appear in the textbook and in what context?

Chapter title	Context
Fraus: Personality	The main concept is “personality” – ideal citizenship is associated with personal growth. Success in culture, sport, etc. is an important measure.
Nová škola: I am me	The key word is “man.” The textbook emphasizes both mental development and social competence. Here, too, success in a particular field of human activity is the goal.

What are the activities of people captured in photographs or illustrations in the textbook?

Whose picture does it depict? (child, man, group...)	Activity description (verb)
Fraus: men	Sports, plays the violin, poses.
Fraus: women	Smiles, learns (girls), writes (M. Tereza).
Nová škola: men	Portrait (A. Einstein), talking (illustration).
Nová škola: women	Photographs with children, gets hugged, poses in front of a mirror, gets angry.

What historical figures are given as positive or negative examples?

A. Einstein as an example of genius (Nová škola).

Is citizenship understood more as integration into society (republican concept) or rather as an assertion of one’s own rights (liberal concept)?

Both books combine these two approaches. Together, they set a goal of success that presupposes standing out from the crowd, but at the same time emphasizes consideration, shared values, and other features of the republican concept of citizenship in other places.

WORKSHEET 3: VISUALITY – WHAT DOES THE TEXTBOOK CONVEY THROUGH ITS PICTORIAL PART?

What types of pictures can be found in the textbook?

Type	Number	The most common motif (e.g. people, children, machine, building, landscape)
Photos	Fraus: 13 Nová škola: 7	Fraus: People (personalities, illustration photos). Nová škola: people, goods.
Map	-	-
Official document	-	-
Cartoon drawing	Fraus: 3 Nová škola: 2	Fraus: symbol, an example of creative activity. Nová škola: a woman in front of a mirror.
Work of art	Nová škola: 1	Mona Lisa
Diagram	Nová škola: 4	Structure of human needs

What is the function of pictures in the textbook?

Function	Examples
Illustration to the text	Most of the pictures have an illustration function.
Evocation	Photographs of personalities in the textbook publ. Fraus 0.
Source of Information	Only the diagrams in the textbook of publ. Nová škola.

What is the ratio of text and images in the textbook?

In both textbooks, the visual side represents about 30 % of the page. The rest

is text. At the same time, pictures are usually not associated with specific tasks and pupils do not actively work with them. Nová škola works with more types of pictures.

WORKSHEET 4: METHODS – WHAT TYPES OF ACTIVITIES DOES THE TEXTBOOK CALL FOR?

What methods are present in the textbook?

Type of work (discussion, text memorization, brainstorming, internet search...)	Number	Examples
Fraus: artistic methods	4	Timeline of life, film of life, hand.
Fraus: discussion	5	Causes of differences between people, task reflection, self-assessment.
Nová škola: tasks related to the text	11	Brainstorming, keyword reflection, sentence completion.
Nová škola: search on the Internet	1	IQ tests
Nová škola: group work	4	Discussion in groups, sharing of WS "How I see myself"?

What is the ratio of the explanatory text and passages actively involving pupils in the chapters of the textbook?

Fraus: the textbook consists of activities and their reflections in the discussion. Usually, these are artistic activities or discussion tasks that are based on the experience of pupils. The explanatory text is concentrated in a summary at the end of the chapters.

Nová škola: the explanatory text is more preserved in the textbook and the tasks only complement it and often have the character of fixing the curriculum from the text.

Words: 2 459

Characters: 13 292

Methodological Sheet 2: From Activism to Politics. (Un)desirable Electoral Right

Adriana Kičková

Abstract: The objective of this learning lesson is critically evaluate interpretations about women's suffrage. Students will explore various social and political obstacles, strategies as well as diverse responses to women's activities. Students will explore various social and political obstacles, strategies as well as diverse responses to women's activities. The methodology is intended for university teachers as a proposal for a 90-minute seminar suitable for students of history, philosophy, political science, sociology, journalism, or other related fields. Students will work with historical sources, academic literature, and internet resources, such as cartoons, newspaper articles etc. They seek out, analyze, and evaluate the information obtained, which they subsequently interpret. The lesson will introduce students to how women achieved their goal – the right to vote. Before the start of the seminar, students will receive research questions and materials. The learning process is based on discussion and “dramatic methods”. Students will be able analyze and articulate the various factors that influenced positive and negative aspects of the women's suffrage movements, critically assess the credibility and bias of various historical documents. They will be able evaluate various social and political positions of the time towards the women's suffrage movement.

Keywords: women, electoral right, H. Gregorová, L. Podjavorinská, Františka Plamínková, T. G. Masaryk, Františka Zeminová, Božena Viková-Kunětická

Objectives:

- Clarify the activities of women in favour of electoral right, perception of women's activism by the public.
- Identify the reasons why it was difficult for women to gain political representation.
- Students select and analyze information from the historical source.
- Students will adopt different approaches to critical analysis.
- Students communicate by appropriate language means.

Forms of Teaching: group, collective, cooperative

Methods Applied: brainstorming, discussion, role-playing, analysis and interpretation of the text

Type of Teaching Unit: mixed

Competences in Focus: communication, critical thinking, methodological competencies

Reflection: through guided discussion with students

Description and Rationale of the Seminar

The concept of the planned seminar focuses on the issue of the so-called women's issue in the form of efforts to obtain the right to vote for women before the establishment of the Czechoslovak Republic. Society did not consider the political engagement of women to be an appropriate activity pertaining to the female sex or good morals at that time. Despite this, or precisely because of it, we can follow the individual efforts of female personalities towards political rights, however, with little success. The question of equality, in both civil and political terms, has become more intense since the French Revolution in the nineteenth century. There were organized protests of women, organized in associations, demanding equal voting rights for both sexes, not just for men. For both liberal and conservative parties, women did not find acceptance, despite owning property, paying taxes, and attaining higher education. The demand for the right to vote was misunderstood, not only by men but also by women. The movement itself was heavily influenced by the ideas of English women's rights' activists. Their innovative views penetrated the monarchy through various information channels. Already in that period some countries granted women the right to vote, for example, New Zealand in 1893, Australia 1902, Finland 1906, later Norway 1913, and Denmark 1915. More intensive efforts to obtain the electoral right in the Czech milieu at the turn of the 19th and 20th centuries. In the Slovak milieu, we can follow these activities later, especially between 1912 and 1914. The main representatives in this respect were Hana Gregorová, Ludmila Podjavorinská, both in different ways. Elena Maróthy Šoltéssová assisted them. At that time, discussions on the electoral issue were also transferred to Slovak newspapers. The issue of women's suffrage in Slovakia came into the rhetoric of political parties and movements of every opinion spectrum. The growing interest of women in public affairs was increasing.

In the Czech milieu, several prominent men supported the political emancipation of women, e.g., T. G. Masaryk, Václav Choc, Bohuslav Franta, deputies of the

then Reichstag. From the beginning of the 20th century, we can observe, especially in the Czech milieu, the strong activity of women's associations. They organized numerous meetings and demonstrations for women's suffrage, e.g. in 1905 a Committee for the Suffrage of Women was established, headed by Františka Plamínková, the later senator. Women's efforts, in the spirit of the principle of what is not forbidden, is allowed, culminated in the election of Božena Viková-Kunětická to the Czech Parliament in 1912 (a member of the National Freethinker Party). Although she did not perform the function of a deputy, the election itself caused an international sensation, not only in the circles of the activists. However, efforts to grant political rights were interrupted by the First World War. The Austro-Hungarian monarchy was clearly against women's efforts to win the right to vote. It was the war that helped to turn the mind. This was reflected, among other things, in the Washington Declaration of 18 October 1918. In particular, paragraph 5 declares: "*Women will be equal to men on the political, social and cultural level*". Discussions about the right of women to vote came to the fore again in 1918, when the electoral law was changed as a result of the establishment of the new state order of the Czechoslovak Republic. The effort culminated with the adoption of the Constitution of the Czechoslovak Republic in February 1920, enshrining universal suffrage and abolishing gender privileges.

The analysis of the attitude contributes to the understanding of different starting points and possibilities of women in relation to political rights in Cisleithania (the Austrian part of the Dual Monarchy) and Transleithania (the Hungarian part of the Dual Monarchy) and their impact on the position of women in interwar Czechoslovakia.

The proposed form of the seminar is intended for students of the humanities whose study programmes include the topic of interwar Czechoslovakia. The content of the seminar is focused on the use of critical thinking and the formulation of mind concepts using the role-playing method.

Despite the fact that the structure of the seminar is scheduled for 90 minutes, by dividing it into partial problems, the duration can be shortened. On the contrary, by extending the scope of the topic to other personalities or events, it would be possible to increase the time allowed. The following table presents the individual steps of the activity.

The plan of the seminar includes a motivational, exposure, diagnostic and reflective phase, the completion of which is a condition for successful fulfilment of the set goals. Since the concept of the seminar is based on the premise of preliminary preparation of the members of the study group, it is necessary to assign tasks, recommended literature and research objectives in advance. This also applies to the determination of the specific composition of individual research groups.

Research questions on the chosen topic can be formulated as follows: *Explain why there was a different approach to women's suffrage? Why was there opposition*

to women's suffrage? What methods did the opponents use? What specific challenges and obstacles did they face? How did they overcome them? What impact did the right to vote have on women's lives? Have their actions, methods and goals been influenced by a similar movement from other countries? What type of women led the campaign in terms of status, social class, and other aspects? Can we find a parallel between political, economic, and social rights? Students answer questions based on the information they have obtained through the study of recommended sources and academic literature.

The seminar will apply the dramatic method, in which the student plays the role of a specific historical personality. In this way, the student should empathize with the thinking and reasoning of a given personality, which will allow them to better understand the specific activities of the representative of the women's movement.

After playing roles, a subsequent discussion will take place, in which students will express their own opinions and judgments about the character they had played. This method and the resulting feedback will allow students to fix the knowledge gained during the seminar.

Schedule of the 90-minute seminar

Timeline	Activity	Notes
Prior to the seminar	Assignment of work, division into groups, presentation of sources and literature, determination of research questions	
0:00–0:05	Control and reflection of the performance of the assignment	Motivation phase
0:05–0:10	Familiarization with the objectives of the seminar, presentation of its structure	Exposure phase
0:10–0:20	Phase 1 of role-playing – presentation of a particular historical personality of the supporter of the right to vote for women with the emphasis on Transleithania and Cisleithania	
0:20–0:35	Phase 1 role-playing – introduction of a specific historical personality of the opponent of voting rights for women, including discussion with other members of the study group	
0:35–0:50	Phase 2 of role-playing – solving a specific historical situation - election of Božena Viková Kunětická as a Member of Parliament in 1912	
0:50–01:00	End of role-playing – discussion and questioning	Diagnostic/Evaluation phase
1:00–1:20	Analysis of period manifestations, control of work	
1:20–1:30	Feedback on the lesson in the form of discussion with students	Reflective phase

1. Phase 1 of role-playing – presentation of a particular historical personality of the supporter of the electoral right for women

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ The student will clarify the position of the presented historical figure in society and their attitude to the activities of the electoral law movement. ➤ The student uses communication means appropriate to the situation.
Duration of the activity	15 to 20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • The groups appoint their representative to represent them. He/she present the information of each member of the group. (1 to 2 minutes). • Representatives will be asked to present the historical figure and clarify their attitudes. (10 to 15 minutes).
Facilities and tools	Classroom setting according to the size of the group.

Modification of teaching/seminar

- Representatives can sit either together with their groups or form their own group of personality representatives.

Methodological notes for the teacher

- For the smooth management of the discussion, it is more suitable to create a separate group of representatives. The disadvantage is the limited involvement of other members of the study group in the activity at this phase of the seminar.
- Each student will have sufficient time to present.

Conclusion

- After the conclusion, the students will be provided with sufficient space for questions focused on factography, and the course of the activity.

2. Phase 1 role-playing – introduction of a specific historical personality of the opponent of electoral rights for women, including discussion with other members of the study group

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ The student tries to contradict the claims of other representatives – advocates of personalities for the right to vote and to support their opinions by using the knowledge of factography related to the issue. ➤ The student respects social norms during the discussion.
Duration of the activity	15 to 20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • Representatives of political personalities will be asked to respond to the arguments of the selected opponent (approx. 10 minutes). • Guided discussion with the participation of other members of the study group (approx. 5 minutes). • The teacher can stimulate a discussion with preformulated questions, such as: <i>“Do you consider the arguments of the opponents to be relevant?” “Is it possible to reach a consensus?”</i> • When guiding the discussion, the teacher respects the time schedule.
Facilities and tools	Classroom setting according to the size of the group.

Modification of the seminar

- The teacher may consider limiting the number of questions in the discussion for time reasons.

Methodological notes for the teacher

- If necessary, the discussion will be initiated by the teacher using pre-prepared questions. Discussion is a prerequisite for achieving the objectives of the activity.

Conclusion

- After the conclusion, the students will be provided with sufficient space for questions focused on factography and the course of the activity.

3. Phase 2 of role-playing – election of Božena Viková-Kunětická as a Member of Parliament in 1912

Objectives of the teaching unit	➤ The student will explain the attitudes of the then society towards the election of Božena Viková-Kunětická as a member of the Reichstag.
Duration of the activity	15 to 20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • The teacher will present the background, from the legislative framework through the social situation, to the attitudes of society/ politicians before, during, and after the election of Kunětická in 1912, including foreign reactions (about 5–7 minutes). • They will ask the introductory question: <i>“What was the attitude of the personality you represented towards the election of a woman as a member of parliament in 1912?”</i> • The replies from the groups and discussion on the various opinions follow (approx. 10 minutes).
Facilities and tools	Classroom setting according to the size of the group.

Modification of the seminar

- In the case of smaller study groups, it is possible to choose an individual approach – each student answers questions. In case of a bigger number of students, a group opinion is preferred.

Methodological notes for the teacher

- It is necessary to provide students with an adequate amount of factual information about the event.

Conclusion

- In conclusion, students will be acquainted with additional information on the topic of activity, or referred to other academic literature.

4. Analysis of the historical document

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ The student classifies and evaluates information from a historical source. ➤ The student puts the information into correlations.
Duration of the activity	10 to 15 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • Each of the participating students will receive a copy of the document in the form of an article from 25 June 1912, entitled <i>The First Woman Deputy at the Bohemian Diet!</i> • Students work individually. • The teacher continuously checks the status of work.
Facilities and tools	The text of the document <i>The First Woman Deputy at the Bohemian Diet, Agreement of June 1912</i> (see annex), biographical dictionary.

Methodological notes for the teacher

- All members of the study group will be provided with the opportunity to respond. Their response must also include a justification in order to determine whether the students have met the objectives of the activity and the seminar. An alternative may be the analysis of the caricature depicting the election of Božena Viková-Kunětická on the page of the satirical magazine *Kopřivoy* of 20 June 1912.

Conclusion

- Upon completion of the work of all participants, their knowledge will be checked. The participants are asked to *“Analyze the author’s attitude towards the election of a woman to be a deputy. What is the intention of the author? What did the author conceal? Analyze whether the author is trying to be objective. Justify your answer. Indicate in which parts the author states the known facts. Determine in which parts of the article, the author evaluates the events. Make questions for a fictional interview with Božena Viková-Kunětická for a current internet podcast/university magazine. Confront the answers with the other members of the study group and justify your answer.”*

Annex No. 1: The first female is a deputy at the Bohemian Diet!

(První žena poslancem na sněmu král. Českého!, Ženský svět. List paní a dívek českých. Orgán ústředního spolku českých žen, 16 (12), 1912, p. 1, <https://ndk.cz/view/uuid:fa1a76d0-fb50-11e2-9584-001018b5eb5c?page=uuid:d47b83f0-fcb9-11e2-9584-001018b5eb5c>.)

The unexpected success of the candidacy of the writer Božena Viková-Kunětická in the supplementary election in the Mladá Boleslav-Nymburk group rightly fills aware Czech women with immense joy and satisfaction. The election of Mrs. Božena Viková-Kunětická as a deputy in the Bohemian diet is a historical event, so significant that the echo resonates with us from all over the cultural world! Magazines all over the world report on the elections and admire the cultural and social maturity of the electorate, which has so beautifully grasped the law and justice that millions of women, in their meaning as mothers, educators and, independent agents in human society, call for. And just as the Czech nation was the first in Europe to wage a struggle for freedom of conscience and to make the cult of freedom the motto of their being, so today, faithful to the traditions of its nation, it has expressed its affection for the rights and civil freedom of half of its nation by electing a woman as a member of parliament. This election also brought joyful proof of how progressive political parties, at other times partisan struggle to the point of cruel hostility passionate, hand in hand, united action to fight for the interest of the nation, for the victory of the great idea that breaks the millennial shackles on the hands and souls of women, gives the nation new strength, relieves it of old burdens of injustice and prejudice, elevates the soul of the nation to the tops of the most beautiful humanity! Step by step, by their own strength, in a bloodless revolution, women are making their way to civil liberty. They have themselves built their higher education and, by logical procedure, forced the government to open up universities, they themselves — guided by moral awareness and economic necessity — are paving the way for all gainful occupations, they have applied themselves in public life to voluntary work, philanthropic, folk education, educational and social work, and the importance of this work in public life is growing to such an extent that it becomes indispensable that it is not even possible to solve the great questions of social reform without the cooperation of women. Thus, the development of the life of society in a properly constituted state calls for the application of its knowledge and sentiments in the legislation that regulates relations between man and man, citizenship and the state, and vice versa, changing position of women in society, her power of leaderships and feeling. Is it conceivable that the big issues of state protection of children and youth, protection of motherhood and family life, protection of workers (wage, health care), housing issue, folk education, girls' education, national economic tasks, reform of marriage law, criminal law (women, children, youth) will be solved without the influence and work of women?

Until now, women have acted in these directions by submitting proposals and requests, and as far as the laws given by the Imperial Council are concerned, they will probably remain on these paths for a long time. And is not an educated, mentally mature woman capable of contributing to the happy resolution of all questions concerning the life of a nation? If she can be a member of learned societies as a scientist of the first order, a ruler of great and powerful nations, a breadwinner of the family, a skilled worker in many fields of human work, is she not an illogical, perverse, only in the narrow selfishness of the man by acting in a way that denies women the right to participate in the negotiations of the councils? The fear of a sudden reversal of the existing social order, given to women a passive right to vote (active in the provincial diets is also admitted to them by the government), is completely out of place. A woman will certainly not be elected as a deputy whose personal qualities would not be a guarantee of successful activity, or who would have large and responsible tasks in her own home. We are not looking for a struggle between a woman and a man, but for strength with strength, ability, education and outlook with ability, education, and outlook. And that is why during the first political candidacy in Bohemia, with the consent of all Czech women and all political parties, a woman was elevated who had and has the trust of everyone. An independent, educated woman, who in her literary works has excellently demonstrated her social and national sentiments, knows and painfully feels all the needs of the nation she loves inexpressibly. Mrs. Božena Viková Kunětická, born in 1863 in Pardubice, is one of the leading Czech writers. Her novels are works of art, a peculiar rich style, and great richness of thought, the ideological line of which, for the most part, addresses the relationship between man and woman, between woman and conventional society, penetrating deeply into the mysteries of the human soul, bringing into them the light of understanding. Mrs. Kunečická is a strong individual who will lead her whole life to stand up for the accepted duty, while she believes and loves. That is why the first female parliamentary mandate, so important and responsible, is in the hands of the called. At the moment when the government, the nobility and the Germans united to deprive Czech women of the passive right to the Bohemian Diet, the Czech nation elevated its women to a high level, recognizing them as civilly equal to a man, and elevated itself by this act. We do not believe that the holder of the Kingdom of Bohemia would refuse a certificate to enter the Chamber of Deputies to a woman MP elected by a conscious electorate, of their own will and conviction. If the validity of the passive voting right of women in the Czech Republic is recognized by such scientific authorities as prof. dr. Pražák, prof. dr. Spiegel and J., then surely both the Bohemian Diet and, after the case, the Administrative Court would decide in favour of the election of Mrs. Viková Kunětická. Thus, a breakthrough was made in Bohemia into the old, but still a solid wall that prevented women from achieving civil rights, without which the cultural man cannot and does not want to live, for

whom the working class strives and sacrifices their lives where they are not yet fully entitled. Thus, a new, freer, and more beautiful life of freedom, in which individualities develop more strongly, in which abilities - intellect and education - are exercised in the interests of the nation and of all people, signifies political rights for women. The motherhood of women is the guarantee that, even in this life of free labour and rights, the family will remain the basis of an ordered human society, but a family in which there are no slaves and rulers, but free and equal beings. The election of Ms Kunětická means considerable progress for Czech women toward equality. May the activity of the first our female deputy will be appointed for the benefit of the nation in a working and conciliatory diet.

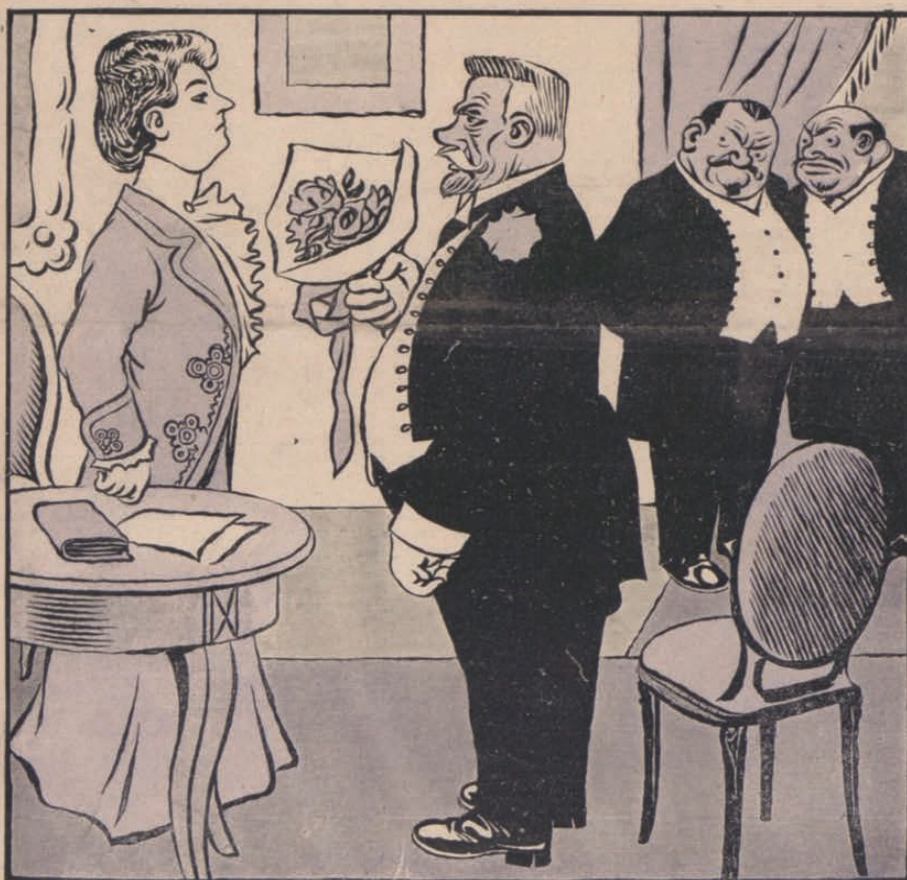
Annex No. 2: A Woman Member of Parliament
(Žena poslancem, Kopřivý. List satirický 13, 1912, p. 1.)

Číslo 16 hal.

KOPŘIVÝ

List satirický

ROK 1912. * ČÍSLO 13. VYCHÁZÍ KAŽDÝ DRUHÝ ČTVRTEK. V PRAZE * 20. ČERVNA.



ŽENA POSLANCEM.

Kramář k p. Vikové: »Pani kolegyně! V zastoupení celé národní strany svobodomyšlné přináším vám nejsrdečnější gratulaci ku zvolení zemským poslancem.«
Mladoboleslavští mladočeši v pozadí: »Ale kdyby vzal babu čert, dali bychom na modlení.«

Words: 3 741

Characters: 20 012

Methodological Sheet 3: Philosophy for Children

Tamara Tomanová and Michal Rigel

Abstract: The methodological concept is primarily intended for university teachers as a proposal for the organization of a 90-minute seminar. In terms of content, the material is primarily designed for university students of pedagogical disciplines with a focus on philosophy, political science, and history. The methodology aims at the use of the philosophy for children method (known under the abbreviation P4C) in teaching at the second grade of primary schools as well as secondary schools. The presented methodology can be applied mainly in history classes, social sciences, or civics, or in specialized seminars. The entire concept is structured as a coherent project, however, individual activities can be modified and altered for the needs of a specific lesson. The work of students is mainly based on discussion methods, which are based on predetermined research questions for a given thematic unit. Students learn to argue, think analytically and critically and, based on the P4C method, develop and improve their communication skills.

Keywords: Pink Box, philosophy for children, philosophy for schools, P4C in teaching, thinking through play, philosophy in motion, philosophical workshops

Objectives:

- Students will explain the importance of philosophy for life.
- In the discussion, students clearly communicate and explain their thoughts, attitudes, and arguments. They give factual arguments to rebut the opinions of others.
- Students contribute to the creation and keeping of valuable interpersonal relationships based on mutual respect, tolerance, and empathy.
- Students collaborate and organize work in both smaller and larger groups.

Forms of Teaching: group, collective, cooperative

Methods Applied: philosophy for children, discussion, problem teaching, brainstorming

Type of Teaching Unit: mixed

Competences in Focus: communication, critical thinking, creativity, cooperation

Reflection: in the form of ongoing discussion with students, final written evaluation

Description and Rationale of the Seminar

Philosophy for Children (P4C) is a methodological concept of innovative teaching for pre-school children as well as for primary and secondary school pupils. The aim of the method is to transform an academically profiled field into a practical format that becomes accessible and easier to understand not only for adults but especially for children, their parents, and what is most important, also for teachers, who are competent persons to systematically lead children and convey them philosophy in relation to problem teaching.

The main benefits of the P4C method aim to improve the communication skills of children, which is related to the art of correctly formulating questions, justifying their feelings and opinions, and perceiving the attitudes and knowledge of others. Children learn to tolerate and understand each other, and develop abstract thinking, emotional intelligence, and cognitive skills. They improve the ability to concentrate and listen. At the same time, they increase their self-confidence, especially when they express their opinions in front of a group of other children. In the long term, the method is effective for activating children with impairment in social skills. Children should also feel that they can express any idea without fear of being punished for their statement. The task of the teacher is to create a friendly atmosphere in which children get the impression that none of the ideas expressed may be negated. On the contrary, it encourages children to come up with several possible perspectives on one specific problem through the method of common research, thus bringing opinion pluralism into teaching. According to the use of appropriate methods, teachers should also consider the fact that they become presenters of the discussion, which is related to the need for appropriate formulation of questions and conducting the discussion, while the questions should be formulated regarding the age and intellectual abilities of the class.

According to the 4C principles (communication, cooperation, creativity, and critical thinking), the methodological concept is also presented, which is organized for the needs of university teachers of social and historical sciences within the 90-minute seminar. The primary objective of the methodology is to

provide the method of Philosophy for Children to future teachers of primary and secondary schools. The methodological concept is structured as a whole, but individual activities can be easily modified and used even in shorter or longer time intervals for the needs of a specific lesson. In terms of content, these activities can also be thematically modified. The schedule of activities and the structure of the seminar are described in the table below.

The lesson is structured in four phases: motivation, exposure, application, and reflection. Before the beginning of the seminar, it is advisable to introduce students to the issues and familiarize them with the basic academic literature on the topic, preferably by sending basic teaching materials and links to other information sources. It is also recommended to divide students into work groups before the beginning of the seminar, because group work is the subject of the second thematic activity.

In the motivation phase of the seminar, students are acquainted with the structure, objectives of the seminar, and research questions, which are formulated in this particular case with regard to the content of the activities as follows: *“Who would be a better ruler/statesman? Which animal would be the best king of animals? Who, based on your historical knowledge, was better ruler of the chosen pair/trio of historical personalities?”*

The subsequent exposure phase serves for a theoretical acquaintance of students with the method of Philosophy for Children through a PowerPoint presentation with a selection of additional activities and extending links. It is followed by the application phase, which includes three activities that refer to the interconnection of philosophy, political science, and history on the example of simulation of electoral research, electoral debate, and subsequent evaluation of the electoral period. All three activities can be modified according to the age of the students, which means that in practice, the concept can be tailored to the first-grade primary school pupils. On the contrary, based on the intellectual abilities of students from the point of view of acquired historical knowledge, it is possible to expand the activities in relation to history lessons, especially in the last activity, which requires deeper theoretical knowledge about selected historical personalities, which a priori refers to the application of the method in the higher grades of primary school or as part of secondary school history teaching. Age specifications and other suggestions for modifying teaching are part of the methodological notes within the activities overview.

In addition to the above, each individual activity in its basic essence uses the following structure. It is initiated by presenting an incentive that serves as an initial motivational element, the intention of which is to stimulate discussion. The discussion itself, which is carried out in pairs, bigger work groups, or in the whole class, is preceded by a separate work in which students think through their arguments and attitudes. Discussion, which is then the main

tool for the application of the Philosophy for Children method, is in the common part managed and guided by the university teacher and in the end, the fundamental conclusions are summarized. After the implementation of all three activities, an evaluation of the entire seminar will take place. A brief and short reflection by the method of discussion is necessary even during the course of teaching after each applied activity. The seminar is completed according to the time possibilities by a written evaluation, the aim of which is an individual evaluation of the course of the seminar as a whole with space for factual comments and tips.

Schedule of the 90-minute seminar

Timeline	Activity	Notes
Before the seminar	Division of students into groups, the introduction of sources and literature, preparation of materials	
0:00–0:05	Familiarization with the objectives of the seminar, presentation of its structure, determination of research questions	Motivation phase
0:05–0:20	Theoretical insight into the issue, presentation of individual techniques and recommended structure for the application of the P4C method in practice (see presentation)	Exposure phase
0:20–0:35	Phase 1 – Pre-election research	Application phase
0:35–1:00	Phase 2 Electoral Debate	
1:00–1:20	Phase 3 Evaluation of the Government	
1:20–1:30	A short discussion with students/space for questions, the reflection of the lesson in the form of an anonymous written evaluation	Reflective phase

Phase 1 – Pre-election research

Objectives of the teaching unit	Enhance the ability to think analytically, with emphasis on accepting opinion pluralism, leading to mutual tolerance and strengthening self-confidence, supporting the creation of a value chain.
Duration of the activity	15–20 minutes
Structure of the educational situation	<p>Before the seminar begins, the main research question is written on the board: <i>“Who would be a better ruler/statesman?”</i> Afterwards, 8-10 statements are given that characterize human qualities or abilities that can be determined even for the idea of an ideal ruler/statesman. Individual statements may also be submitted to students in writing in advance.</p> <p>Subsequently, students are asked to create their own value chain based on the statements. At the same time, they are encouraged to come up with one characteristic that, in their opinion, exceeds the claims made by the teacher.</p> <p>After short independent work of the students, the teacher stands in front of the board and encourages the students to vote on the most important characteristics. Gradually, the individual statements are read and the students’ votes are counted according to the raised hands, or the electronic form of voting via the <i>Mentimeter</i> application <i>can</i> be used. The votes are written to the individual statements on the board and the activity is evaluated.</p> <p>Finally, there is a short discussion, when the statements with the highest number of votes are subjected to critical reflection (e.g., <i>“Why do you think the art of listening is more important to a ruler than the fact that they arouse respect in others?”</i>) At the same time, the students are asked to give their other suggestions.</p>
Facilities and tools	Whiteboards and writing tools, seminar classroom appropriate to the size of the group.

Modification of teaching/seminar

- In the case of sufficient time possibilities, the least valuable characteristic of the ideal ruler/statesman can also be evaluated. The resulting statements can again be subject to controlled discussion.
- First of all, high school students can assign specific historical or contemporary personalities to individual statements that, in their opinion, best represent the given idea.

Methodological notes for teachers

- Other ideas for individual statements on the question “*Who would be a better ruler/statesman?*” can be used from the options below. The presented proposals can also be modified and simplified for application in primary school education.
 - Who can speak loudly and convincingly?
 - Who looks good/has charisma?
 - Who arouses respect but also fear in others?
 - Who is empathetic/able to listen to people?
 - Who can be objective and fair?
 - Who is kind and loving?
 - Who is clever, but at the same time cunning?
 - Who is decisive and does not change their attitudes?
 - Who doesn't lie?
 - Who is healthy and takes care of lifestyle and nutrition?

The teacher can also come up with their own characteristics that can be adapted for the needs of more specific research challenges, especially for high school students, e.g.

- “*Who would be a better ruler in the Middle Ages?*”
- “*Who would be the best president for Czech/Slovak/Polish society?*”

Conclusion

- In conclusion, students are given time to evaluate the course of the activity and provided with additional information in relation to the following follow-up activity. Students are asked to provide further ideas and suggestions for the needs of the ongoing activities.

Phase 2 – Electoral Debate

Objectives of the teaching unit	Strengthening argumentative and communication skills, supporting the ability to think analytically, emphasis on strengthening the ability to lead a cultivated discussion, promoting teamwork and organizational skills.
Duration of the activity	20–25 minutes
Structure of the educational situation	<p>In the initial phase, pictures of animals are placed on a desk so that the image of a particular animal is turned towards the desk and the empty surface towards the students.</p> <p>Students who were already pre-divided into groups of 4–5 will choose a captain, while the group captain will be allowed to choose just one image from the offered images of animals placed on the desk.</p> <p>Subsequently, students are asked to agree in the group on arguments that will strengthen the imaginary electoral preferences of the selected animal compared to others and at the same time choose a spokesperson from among their ranks who will summarize the individual arguments in an approximately one-minute speech.</p> <p>A series of short speeches follows through a guided discussion, in which everyone can participate. Students are informed about the basic rules of the discussion and it is specified that the presenter is the teacher who also controls time and supervises the continuity of the debate.</p> <p>For example, the following questions can support the discussion: <i>“Your candidate only moves in the aquatic environment, how will you try to compensate for this?” “Can your candidate get enough other allies on his side if a group of predators rises up against him?” “Doesn’t the fact that your candidate is only active at night harm your candidate?”</i></p>
Facilities and tools	Pictures of animals, seminar classroom appropriate to the size of the group.

Modification of teaching/seminar

- Supplementary activity for students of higher years may consist in assigning animal pictures to important monarchs of history or to portraits of important statesmen of the present time. Students will justify why they assigned the image of the animal to the ruler/statesman.
- In the case of a larger time subsidy, it can be taken as a larger project that would lead to the initiation of a more sophisticated election campaign, including work on electoral materials (poster, brief election programme, social media presentations, etc.).

- According to the time possibilities, at the end of the electoral debate presented in this way, it is also possible to hold an anonymous vote (for example, through the free *Mentimeter* application, <https://www.mentimeter.com/>), on the basis of which students determine which of the candidate animals would be best able to imagine themselves as the ideal “king of animals”.

Methodological notes for teachers

- The choice of animal pictures is entirely the responsibility of the teacher. In general, however, it is not recommended to use the image of a lion, which is perceived as the “king of animals”, and thus the relevant group would gain a certain advantage, although it can be assumed, of course, that in the subsequent discussion, some skilful speakers would be able to argumentatively refute the lion’s leadership.

Therefore, it is recommended to choose, for example, the following types of animals: elephant, giraffe, owl, dolphin, snake, and dog.



Conclusion

- In conclusion, a short time is provided to evaluate the activity and any questions or suggestions from students. Subsequently, students are given additional information in relation to the following follow-up activity.

Words: 2 469

Characters: 13 560

Methodological Sheet 4: The Slovak Issue in Czechoslovakia – from Centralism to the Autonomy of Slovakia

Róbert Arpáš

Abstract: The methodology is intended for university teachers as a proposal for a 90- minute seminar suitable primarily for students of history and political science, but it is also applicable to other related fields. Before the start of the seminar, its participants are divided into smaller working groups, to which the teacher assigns specific research questions focused on the role of the ideology of Czechoslovakia in interwar Czechoslovakia. At the same time, students will be familiar with the recommended materials – a historical document (the Žilina Agreement from 1938). The content of the seminar is work with relevant historical sources, professional literature, and available Internet resources. The task of the students is to obtain from the recommended sources information about the attitudes of political representatives of the time to the issue of Slovak autonomy, which they will critically evaluate and then present in the form of a discussion and “role playing” in front of the members of their study group.

Keywords: First Republic, Second Republic, Czechoslovakia, Slovak Autonomism, Pittsburgh Agreement, Žilina Agreement, E. Beneš, I. Dérer, M. Hodža, J. Tiso⁶⁶

Objectives:

- Students explain the position of selected political figures in the Czechoslovak political system.
- Students select and analyze information from the historical source.
- Based on the information obtained, students will clarify the positions of historical figures on the so-called Slovak question in the interwar Czechoslovakia.
- Students discuss the influence of the Czechoslovak relationship on the political (non)stability of the Czechoslovak state.

⁶⁶ These representatives present various opinions on the so-called Slovak issue, i.e. the state-legal status of Slovakia in the Czechoslovak Republic – the Czechoslovak government (E. Beneš), Slovak followers of the ideology of Czechoslovakism (I. Dérer), supporters of the idea of a moderate form of Slovak self-government (M. Hodža) and Slovak autonomists (J. Tiso).

Forms of Teaching: group, collective, cooperative

Methods Applied: discussion, role-playing, text analysis

Type of Teaching Unit: mixed

Competencies in Focus: communication, critical thinking

Reflection: in the form of guided discussion with students

Description and Rationale of the Seminar

The concept of the planned seminar focuses on the so-called Slovak issue in interwar Czechoslovakia. The Czechoslovak Republic was established as the national state of the “Czechoslovak nation”, which was expressed ideologically by the construction of the theory of the so-called Czechoslovakism. Despite its vague formulation, it contributed to the fact that Slovaks were not recognized as a nation in Czechoslovakia. Against this, an autonomous movement was created, whose political goal was not only to achieve national recognition of Slovaks but also to obtain autonomous status for Slovakia. It was based on the Pittsburgh Agreement of May 1918, which was supposed to guarantee Slovakia a wide scope of self-government. Hlinka’s People’s Party, which was the strongest supporter of Slovakia’s political autonomy, was opposed by representatives of both the Czechoslovak state and coalition parties. However, their attitudes to the Slovak issue differed – from the unequivocal rejection of the Slovak self-government (I. Dérer), through the gradual acceptance of the limited provincial self-government (E. Beneš in 1938) to the supporters of the so-called administrative autonomy (or the so-called regionalism – M. Hodža). Centered resistance made it impossible for Slovak autonomists to enforce their political goals. Their victory in the form of acceptance of the Žilina Agreement of October 1938 was gained only as a result of the weakening foreign policy of Czechoslovakia resulting from the Munich Agreement of September 1938.

The analysis of the attitude of the main political representatives of Czechoslovak politics to the so-called Slovak issue contributes to the understanding of Czech and Slovak relations and their impact on the internal political situation in interwar Czechoslovakia. The proposed form of the seminar is intended for students of the humanities whose study programmes include the topic of interwar Czechoslovakia. The content of the seminar is focused on the use of critical thinking and the formulation of concepts using the role-playing method.

Although the structure of the seminar is scheduled for 90 minutes, by dividing it into partial problems, the duration can be shortened. On the contrary, by extending the scope of the topic to other personalities or events, it would be possible to increase the time allowed. The following table presents the individual steps of the activity while the points describe general recommendations for similar activities.

The plan of the seminar includes a motivational, exposure, diagnostic, and reflective phase, the completion of which is a condition for the successful fulfillment of the set goals. Since the concept of the seminar is based on the premise of preliminary preparation of the members of the study group, it is necessary to assign tasks, recommended literature and research objectives in advance. This also applies to the determination of the specific composition of individual research groups.

Research questions on the chosen topic can be formulated as follows: *“Explain the importance of the ideology of Czechoslovakism in the establishment of the Czechoslovak state. What was the incentive for the formation of Slovak autonomism? Explain the attitude of the selected personality to the idea of Czechoslovak unity. Why was the Slovak autonomy accepted only in the Second Republic?”* Students answer questions based on the information they have obtained through the study of recommended sources and academic literature.

The seminar will apply the role-playing method, in which the student plays the role of a specific historical personality. In this way, the student has to empathize with the thinking and reasoning of the respective politician, which will allow them to better understand the specific political activities of the selected political representative.

After playing roles, a subsequent discussion will take place, in which students will express their own opinions and judgments about the character they had played. This method and the resulting feedback will allow students to fix the knowledge gained during the seminar.

Schedule of the 90-minute seminar

Timeline	Activity	Notes
before the seminar	Assignment of work, division into groups, presentation of sources and literature, determination of research questions	
0:00–0:05	Control and feedback of the performance of the assignment	Motivation phase
0:05–0:10	Familiarization with the objectives of the seminar, presentation of its structure	Exposure phase
0:10–0:25	Phase 1 of role-playing – presentation of a particular historical personality and their attitude to the so-called Slovak issue	
0:20–0:35	Phase 1 of role-playing – responding to other representatives of specific political personalities, including discussions with other members of the study group	
0:35–0:50	Phase 2 of role-playing – solution of the specific historical situation: Declaration of Slovak Autonomy in Žilina in 1938	
0:50–1:00	End of role-playing – discussion and questioning	Diagnostic/evaluation phase
1:00–1:20	Analysis of historical discourses and their assignment to the particular politician, control of work	
1:20–1:30	Feedback on the lesson in the form of discussion with students	Reflective phase

1. Phase 1 of role-playing – presentation of a particular historical personality and their attitude to the so-called Slovak issue

Objectives of the teaching unit	<ul style="list-style-type: none">➤ The student will explain the position of the presented historical figure on the political scene of interwar Czechoslovakia and explain their attitude to the so-called Slovak issue.➤ The student uses appropriate communication means to the situation.
Duration of the activity	15 to 20 minutes
Structure of the educational situation	<ul style="list-style-type: none">• The group appoints their representative to represent them and present the information. (1 to 2 minutes).• Representatives present the historical figure and explain their attitude to the so-called Slovak issue (10 to 15 minutes).
Facilities and tools	Classroom setting according to the size of the group.

Modification of teaching/seminar

- Representatives can sit either together with their groups or form their own group of personality representatives.

Methodological notes for the teacher

- For the smooth management of the discussion, it is more suitable to create a separate group of representatives of political personalities. The disadvantage is the limited involvement of other members of the study group in the activity at this phase of the seminar.
- Each student will have sufficient time for the presentation.

Conclusion

- After the completion, the students will be provided with sufficient space for questions focused on factography, the course of the activity.

2. Phase 1 of role-playing – responding to other representatives of specific political personalities, including discussions with other members of the study group

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ The student tries to argue the statements of other representatives of historical political personalities and to support their opinions by using the knowledge of factography related to the issue. ➤ The student respects social norms during the discussion.
Duration of the activity	15 to 20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • Representatives of political personalities will be asked to respond to the arguments of the selected opponent (approx. 10 minutes). • Guided discussion with the participation of other members of the study group (approx. 5 minutes). • The teacher can stimulate a discussion with pre-formulated questions: <i>“Which of the arguments of your political competitors do you consider relevant?”</i> <i>“Which opponent would you be able to compromise with?”</i> • When guiding the discussion, the teacher respects the time schedule.
Facilities and tools	Classroom setting according to the size of the group.

Modification of teaching/seminar

- The teacher may consider limiting the number of questions in the discussion for time reasons.

Methodological notes for the teacher

- If necessary, the discussion will be initiated by the teacher using pre-prepared questions. Discussion is a prerequisite for achieving the objectives of the activity.

Conclusion

- After completion, the students will be provided with sufficient time for questions focused on factography, the course of the activity.

3. Phase 2 of role-playing – solution of a specific historical situation: Declaration of Slovak Autonomy in Žilina in 1938

Objectives of the teaching unit	➤ The student will explain the attitude of selected politicians toward the Declaration of Slovak Autonomy in 1938.
Duration of the activity	15 to 20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • The teacher will explain the internal and foreign political situation at the time of the Declaration of Slovak Autonomy in 1938, present the main politicians, their activities at the time of the event, and the form of the adopted declaration – the so-called Žilina Agreement (approx. 5–7 minutes). • The following question will be given: “What was/would be the attitude of the politician you represent to the events in October 1938 in Žilina?” • The replies from the groups and discussion on the various opinions (approx. 10 minutes).
Facilities and tools	Classroom setting according to the size of the group.

Modification of teaching/seminar

- In the case of smaller work groups, it is possible to choose an individual approach – each student answers questions. In case of a larger number of students, a group opinion is preferred.

Methodological notes for the teacher

- It is necessary to provide students with an adequate amount of factual information about the event. In the case of the Žilina negotiations, it is the weakening of Czechoslovakia after the Munich Agreement, the interest of the leaders of the Czechoslovak state in an agreement with the Slovak autonomists, and the effort to ensure the continued existence of Czechoslovakia.

Conclusion

- In conclusion, students will be acquainted with additional information on the topic of activity, or referred to other academic literature.

4. Analysis of the historical document

Objectives of the teaching unit	<ul style="list-style-type: none">➤ The student classifies and evaluates information from a historical source.➤ The student puts the information into correlations.
Duration of the activity	10 to 15 minutes
Structure of the educational situation	<ul style="list-style-type: none">• Each of the participating students will receive one text of the historical document – the Žilina Agreement.• Students work individually.• The teacher checks continuously the status of work.
Facilities and tools	The text of the Žilina Agreement of October 1938 (see Annex), biographical dictionary.

Methodological notes for the teacher

- All members of the work group will be provided with the opportunity to respond. Their response must also include a justification in order to determine whether the students have met the objectives of the activity and the seminar.

Conclusion

- Upon completion of the work of all participants, their knowledge will be checked. The students will be asked: *“Analyze the content of the text of the Žilina Agreement. Which parties signed the document? Why are there no signatures of the left-wing parties? Confront the answers with the other members of the work group and justify your answer.”*

Annex No. 1: Žilina Agreement

(Dokumenty slovenskej národnej identity a štátnosti II, Bratislava 1998, p. 180.)

Declaration

I. The hereby undersigned, we adopt the proposal of Hlinka’s Slovak People’s Party for the issuance of the constitutional law on the autonomy of Slovakia, as filed in the Chamber of Deputies in 1938 and published in the Slovák journal No. 129 of 5 June 1938. We undertake to make every effort to ensure that this proposal is constitutionally adopted by the National Assembly at the latest by 28 October 1938. By the constitutional acceptance of this proposal, the legal status of Slovakia will be definitively resolved.

II. The governmental and executive power in Slovakia is to be immediately handed over to the Slovak government, therefore, we request that the deputy chairman of Hlinka's Slovak People's Party, Deputy Dr. Jozef Tiso, forms the first Slovak government consisting of the Prime Minister and four members of ministers in an agreement with the signed political parties and proposes its appointment.

The undersigned shall adopt a draft law for the decentralization of governmental and executive powers as annexed to this declaration. This proposal is to be adopted and implemented in the shortest possible time so that even until the first point of this declaration, the governmental and executive powers are not only factually but also legally in the hands of Slovaks.

In Žilina on 6 October 1938.

The undersigned: P. Teplánsky, J. Ursíny, J. Petrovič, K. Stodola, O. Devečka, M. Černák, K. Rybárik, A. Šelmeč, J. Lichner, S. Vančo, J. Tiso, J. Sivák, K. Sidor, J. Ivák, M. Sokol, J. Paulíny-Tóth.

Words: 2 318

Characters: 13 032

Methodological Sheet 5: Narrativization of the “National History”: Ideological Discourses and Role-Playing

Jan Květina

Abstract: This methodological material is treated as an illustration of the possible university seminar whose main aim is focused on the “practical training” of ideological (mis)interpretations concerning the mainstream interpretation of the “national” political past. To do so, the students are supposed to play the roles of the journalists who are assigned the task to write an article about one of the selected famous world events from the past; the “game” is in fact based on the fictional technological progress which enabled our society to invent and construct the time machine – the device which enables travelling into any historical periods. Since there are various “publishing houses” with different ideological orientations (Marxist, liberal, nationalist) and all of them believe in the classical principle from Orwell’s 1984: “who controls the past controls the future: who controls the present controls the past”, each publishing house sends its group of journalists to particular turning points in history to experience it and then to give evidence on it to the contemporary readers. Nonetheless, as all three groups of journalists defend diverse worldviews (Marxist, liberal, nationalist), they are expected to interpret the same historical event in a specific way with the usage of different and frequently peculiar vocabulary (i.e., the selection of specific words and terms representing one of the defined discourses). The students, therefore, not only train their ability to understand the pluralist and often the ideological character of the historical interpretations and thus can come to the conclusion that there is no possible “objective historical Truth”, but also train their language skills and orientation in different discursive tools by writing their own interpretative articles with the help of the assigned ideological vocabulary. Hence, the seminar is apt especially for the study fields of history, political science, philosophy, or media studies.

Keywords: narrativization of the past, ideological discourses, national concept of history, politics of memory

Objectives:

- How is it possible that historical events can be described and assessed in totally contradictory ways?

- How can one change meanings and assessments of the same events/ situations with a choice of different words?
- What does it mean to defend “nationalist”, “Marxist” or “liberal” narratives of history?

Forms of Teaching: working in groups, cooperation, competition

Methods Applied: role-playing, creative writing, application of the discursive tools, presentation, discussion

Type of Teaching Unit: mixed

Competencies in Focus: text analysis, critical thinking, creativity, reflection of ideological language

Reflection: guided discussion with students

Description and Rationale of the Seminar

The central concept of the workshop activity is based on the fictional idea of a time machine which enables students in the roles of “journalists” to set out on the journey to the past with a clear task: to get to several famous moments in history, observe the deeds of “our” ancestors with a first-hand experience and then to provide us with a written testimony what “really happened”.

All students are therefore divided into teams representing various editorial staff sent to the past to explore the selected famous historical events and then refer them to our contemporary public. Each team should be composed of approximately 3–4 students. However, since there are different journals that the distinguished editorial staff work for, there are 3 abovementioned different worldviews (narratives) that these teams should advocate and write according to. The methodological material is therefore equipped with three distinguished historical narratives (“**Nationalist**”, “**Marxist**” and “**Liberal**”) which are supposed to be applied to the student’s interpretation of particular historical events (there are several examples of such events such as the Discovery of the American continent in 1492, the French Revolution in 1789 or the Outbreak of WWI in 1914, but the events can be adjusted according to individual needs of any teacher, groups of students, etc.).

Hence, even though students’ expeditions travel together to a definite historical period (for instance to the year 1492), they differ in their worldviews and so, even though they had the same opportunity to see the same historical event with their

own eyes, their reflections about these events might be completely dissimilar. The selection of the narrative – i.e. which team would work for which journal – is arbitrary, it might be defined by a teacher or students can choose it as well, nonetheless, all narratives should be represented in a similar way (for instance, if there are 20 students in a class, there will be probably 6 groups, which means there should be 2 nationalist journals, 2 Marxist journals and 2 liberal journals).

Therefore, the essential meaning of this complex exercise should remain the same: to present both historical events and social values not as absolutes and final facts that must be just accepted, but as a space for various interpretations. Students should also find out that even though these interpretations might be dangerous when they are misused for ideological purposes, we should still understand them if we do not want to get lost in the contemporary world of narratives, in which the ability to work with words and symbols is crucial.

The workshop is structured for 90 minutes lesson, but all the particular steps and phases can be easily adjusted according to the individual needs of the lecturer or the class. In this regard, the lesson is scheduled according to the requirements of the current didactics into three phases (see the schedule below – i.e. motivational phase, interactive phase, and reflective phase).

Schedule of the 90-minute seminar

Timeline	Activity	Notes
0:00–0:10	Defining the educational aims and structure of the workshop	Motivation phase
0:10–0:20	Instructions and setting the groups	
0:20–0:55	1 st phase of the role-playing (preparatory): online heuristics (sources concerning the selected historical event) + defining the roles in the team + analyzing the vocabulary of the selected narrative	Interactive phase
0:55–1:15	2 nd phase of the role-playing (creative): brainstorming + making up the title of the journal and the article + writing the article + application of the vocabulary of the defined narrative + graphical adjustment	
	3 rd phase of the role-playing (presentation)	
1:15–1:30	Interpretation and evaluation of the presented articles, discussion (reflective)	Reflective phase

1st phase of the role-playing (preparatory)

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Student is able to find the information needed for the proper historical interpretation from the online sources. ➤ Student can distinguish the relevant information from irrelevant one. ➤ Student is able to collaborate in a team and thus to accept one's assigned role in a group. ➤ Student understands the specific traits of the "ideological" language.
Duration of the activity	10–15 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • Each time is expected to choose (or to accept if the selection is made by the lecturer) one of the ideological narratives. • The students in each team have to define their individual roles/tasks in the group. • The team is supposed to look for relevant online information about the defined historical event. • The members of the team will get familiar with the vocabulary of their assigned narrative.
Facilities and tools	Seminar room, list of narratives (see attachment below), notebook, online connection.

Methodological notes for teachers

- At the beginning, the students should be presented with the basic information about the fictional situation: i.e., our civilization is equipped with a time machine and today's public is therefore very intrigued by the "news" regarding historical events. We all are now journalists working for different journals that differ mainly in their worldviews (i.e. students are supposed to be informed about 3 distinguished narratives that are relevant for understanding the current society and that will be important for the exercise: Nationalist, Marxist and Liberal) and whose main task is to travel to the past events and write articles about our "everyday experience" (i.e. eyewitness account of the selected events such as the French Revolution etc.).
- Before the teacher selects the first historical event that will be described by the students' journalist teams, all students must be divided into groups (3-4 students per each group) and these groups must be assigned to one of the abovementioned narratives)
- When each team knows its own narrative, it will gain the list of narrative words (see the Worksheet below), i.e. the list of selected words, collocations and phrases that are typical of one of the three mentioned

worldviews (Nationalist, Marxist, Liberal). This list has been created by the author of this material based on academic literature and the discourse analysis of current journal language which has enabled to identify 30–40 specific terms that have been assessed as typical collocations of each of the abovementioned types of discourse (Cvrček, Čermák & Schiedtová, 2010; Fidelius, 2016).

- The extent and application of the worksheet might, of course, vary depending on the size of the groups, the age of students and the main aim that each teacher wants to achieve (for example the expected length of assigned articles, number and level of difficulty of words that are expected to be applied etc.)

2nd phase of the role-playing (creative)

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Student is able to think creatively about the historical event. ➤ Student comes up with one's own ideas and original insights. ➤ Student is able to collaborate in a team and thus to accept one's assigned role in a group. ➤ Student is able to both analyze, reflect and adjust one's own arguments concerning the historical thought. ➤ Student can write a reasonable and convincing textual output ("newspaper article"). ➤ Student can apply the specific meanings of the "ideological" language.
Duration of the activity	35–40 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • Each "journalist team" should make up its own title of their "newspaper" that should correspond to the narrative that they support. • Together with the title of the newspaper, each team is also assumed to create an original title for their article. • Each team is expected to provide their interpretation of the selected historical event based on the worldview that they are assumed to advocate by writing a newspaper article of approximately 8–10 sentences. • To do so, the team should first write down the "outline" of all the moments concerning the historical event that they want to express and then "enrich" this draft with the vocabulary from the List of the narratives. • After the textual output is ready, the team will adjust the text into the "newspaper style" (i.e. with the help of digital and online tools, each team formats the text into the visually and graphically attractive form.
Facilities and tools	Seminar room, list of narratives (see Supplement below), notebook, online connection.

Methodological notes for teachers

- All teams should have Internet access to be able to look for particular important historical pieces of information about the defined event (i.e., the thing is that the exercise should not test the level of students' historical knowledge but their ability and skills to apply the discursive and narrative interpretation of historical reality; hence, even students who are not very well aware of the details of the French Revolution are supposed to be employed and have an opportunity to find the required information online).

- Of course, the differences in ideological explanations are supposed to be the first clue that the teams should follow to write an article in the defined narrative (i.e. concerning the interpretation of the French Revolution, the Nationalist narrative should promote the ideal of national greatness and threat, Marxist narrative an opportunity for the class fight and Liberal narrative uses the vision of emancipatory ideals etc.) However, since the content is not thinkable without “proper” words and teams are thus equipped with the “narrative dictionaries”, the “journalist teams” should focus on the precise work with the language as their primary goal.

3rd phase of the role-playing (presentation)

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Student is able to present the outputs of the teamwork. ➤ Student can simplify, conclude, and highlight the most relevant parts of the assigned ideological narrative. ➤ Student is able to recognize and reveal the “hidden propaganda” in the media discourse. ➤ Student can express one’s remarks and interpretations in a reasonable and understandable way.
Duration of the activity	15–20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • When all “journalist teams” are ready, each team presents its final product (i.e. the newspaper article) to the audience: it means that the selected speaker from each team will project the digital form of the article with the help of the projector and present its essential attributes (i.e. the name of the newspapers, title of the article and main arguments/rhetorical figures how the particular historical event is expressed). • After each presentation, the other teams try to define which narrative has been applied to the particular article by analyzing the used vocabulary, title etc.
Facilities and tools	Seminar room, notebook, online connection, projector.

Methodological notes for teachers

- The teacher organizes the schedule of the presentations as well as the comments from the audience (i.e., when each presentation is finished, the lecturer invites the other teams to define the narrative that has just been presented and comments/reviews the possible arguments and remarks as well (one should provide all the teams with the appropriate and equal amount of time both for presentations and comments).

Reflection

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Student reflects one’s own work as well as the work of their other colleagues in all teams with convincing rational arguments without trying to offend/harm anyone. ➤ Student manages to understand and accept the feedback received from other groups/colleagues.
Duration of the activity	15–20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • After the presentations and comments of all groups, the final reflection/discussion is opened; such discussion is supposed to be focused mainly on these questions: <ul style="list-style-type: none"> ○ whether all articles were intelligible, convincing, if “right” words concerning the appropriate narrative were included etc., ○ whether the other teams were able to recognize the narratives in all presented cases and why, ○ how did the teams create their articles (i.e. each team can present its “modus operandi” and the way the concept was made, the “right” words were applied, how they proceeded with their writing and which attributes were decisive for the usage of significant nuances in each of the articles etc.). • thanks to these presentations, all the teams can then try to delimit and name four different styles of “history writing” as well as define their typical traits, phrases, interpretative tools etc.
Facilities and tools	seminar room

Methodological notes for teachers

- At the end, a teacher should sum up with students the main principles, messages, and outcomes of this activity, i.e.:
 - to understand that all interpretations of historical events are contextually or even ideologically based and thus might be biased,
 - that history is not only the object of scientific research but an indispensable and significant part of the “cultural” and “identity” wars (i.e. the ideological tensions in the current world over the “right” interpretation of the past),
 - to realize how important and powerful is language for both political and everyday life.

Annex No. 1: Historical events for interpretations/writing articles

- Fall of the Western Roman Empire 476 AD
- Discovery of America 1492 AD
- French Revolution 1789 AD
- Outbreak of WWI 1914 AD

Annex No. 2: List of narrative words for each discourse

Marxist narrative	Nationalist narrative	Liberal narrative
reactionary	our ancestors	love and peace
capitalist traitors	traditions	compromise
exploitation	crisis of values	no prejudices
people’s democracy	national interests	pluralist
proletarian	dangerous cosmopolitanism	tolerance and hope
unity of all people	protection of our people	cancel borders
working classes	motherland	human rights
masses	high traitors	cultural enrichment
warmongers and agitators	foreign elite	against xenophobia
bourgeois relics	foreign interference	mutual help
brighter future	identity	solidarity and understanding
Imperialists	sovereignty	trust
social progress	neo-Marxist	universal values
revanchist	global hegemony	freedom and equality
revolutionary	dangerous refugees	brotherhood
kowtow to the West	our traditional values	politically incorrect
pamphlets	European bureaucrats	positive discrimination
internationalism	loyalty	toxic masculinity
camp of peace	our country	gender
comradeship	hierarchy	private
party line	historical Truth	against racism
forward, left, not one step back!	natural interests of our community	no to homophobia
counter-revolution	enslavement of our nation	justice and fairness
saboteurs/diversionists	compatriots	non-violent
clericals and clerofascists	fight for independence	peaceful
western agents	intruders and invaders	global responsibility

workers and Peasants	unscrupulous and servile flunkeys	protection of environment
action Committees	national democracy	humanity
opportunists	family and homeland	religious freedom

Words: 2 724

Characters: 15 197

Methodological Sheet 6: Ideology and Programme of the Czech Political Parties Represented in Pětka (Committee of Five)

Dominik Šipoš

Abstract: The methodology is intended for university teachers as a proposal to organize a 90-minute seminar for students of history, philosophy, political science, sociology, and other related fields. Students work with historical sources, academic literature, and internet resources. They analyze, sort the data, evaluate, and interpret the information. Selected information is presented in the form of discussion and “role-playing” to the entire workgroup.⁶⁷ Before the activities in the seminar, it is necessary to divide students into smaller work groups, assign research questions, and present materials.

Keywords: First Republic, Czechoslovakia, political program, ideology, ČsND, ČSNS, ČSDSD, RSZML, ČSL⁶⁸

Objectives:

- Students will name the points forming the ideological core of the political parties represented in Pětka (Committee of Five).
- Students classify and select information from historical sources.
- Students choose language means with respect to the communication situation.

Forms of Teaching: group, collective, cooperative

Methods Applied: discussion, role-playing, text analysis

Type of Teaching Unit: mixed

⁶⁷ It concerns the entire study group of students. The term *workgroup* is used to refer to the division of students for the activities.

⁶⁸ Czechoslovak National Democracy, Czech National Social Party, Czech Social Democratic Party, Republican Party of Farmers and Peasants, Czechoslovak People’s Party.

Competences in Focus: communication, critical thinking

Reflection: in the form of guided discussion with students

Description and Rationale of the Seminar

The proposed structure of the seminar and respective activities are focused on the ideology and programmes of political parties that were part of the so-called Pětka. It was an informal non-constitutional body, the foundations of which were established in the First Czechoslovak Republic in 1920. During its short existence, the young republic went through many government crises and problems, which were often solved by the establishment of a caretaker government appointed by the president of the republic. The government had to seek support from parliamentary political parties for its actions. As part of the stabilization, an entity was created in which five Czech democratic parties were represented. The parties sent their representatives, who commonly dealt with individual laws, support for government actions and related matters, to the so-called Pětka. The non-constitutional body existed until 1925 when it collapsed due to the election results. However, the interested parties continued to play an important role in the political range of the Czechoslovak state.

Becoming acquainted with the ideological background and the programme core of the represented parties is necessary to understand the development in interwar Czechoslovakia. The proposed seminar is intended for students of social and historical sciences whose study programmes include the theme of the First Republic. The chosen content of the teaching unit is demonstrative because the repeatedly applied role-playing method forming the basic line of the seminar is applicable in all teaching situations where the educational objective is the use of critical thinking and the formulation of the ideological theory.

The proposed course of the seminar is designed for 90 minutes, but individual activities can be easily modified and used even in shorter or longer time intervals. The schedule of methods and the time required for activities depend on the extent of the particular seminar. The description of individual activities below consists of specific steps on the selected topic listed in the table, while in the points below, general recommendations for similar activities are added.

The teaching structure includes motivational, exposure, diagnostic (awareness) and reflective phases. Successful achievement of selected objectives requires that all phases take place. The course of the selected seminar requires the preparation of participants and the assignment of tasks in advance. It is recommended to divide the study group, and present the research objectives and the necessary literature at the end of the previous teaching unit.

The research questions are formulated as follows: *Prepare a list of the main programme priorities of your party. Select three to five principal representatives and briefly state their internal and public functions. Briefly describe the development of*

the political party in the period of the First and Second Republics to your study group. Focus also on relations with other parties, participation in governments, relations with the Presidents of the Republic.” Students will be provided with a list of literature and sources, which is necessary for successful completion, but also includes additional resources recommended for further study.

At the beginning of the seminar, participants will be introduced to the rules of the role-playing method. It is a method during which the students do not perform on the basis of their own “Me”, their opinions and their own personality, but play a given role. In the given example, the student represents a representative of a political party. The empathic paradigm allows us to look at research questions from the perspective of supporters of a given ideology or program. In this case, there is a different type of understanding and acquaintance with the historical perspective, because the idea is not presented from the point of view of an impartial observer or opponent. Sufficient time is dedicated to explaining the approach so that each actor understands the main contribution of the chosen procedure. Only at the moment of leaving the role can participants express themselves critically with regard to their scientific study fields.

After the completion of the activities, an evaluation of the whole seminar will take place. A brief and concise reflection by the method of discussion is suitable also during the course of teaching after each activity. The partial and final discussion has both a reflective and a fixative function. More extensive debate and feedback at the end of the seminar have an irreplaceable role. In the exemplary case, simpler options have been chosen, such as discussion, evaluation of the benefits of the seminar, and possible changes in the future, and there is also given space for negative comments if the students can justify them.

Schedule of the 90-minute seminar

Timeline	Activity	Notes
Before the seminar	Assignment of tasks, division into groups, introduction of sources and literature, determination of research questions	
0:00–0:05	Control and reflection on the performance of the assignment	Motivation phase
0:05–0:10	Introduction to the objectives of the seminar, presentation of its structure	
0:10–0:25	Phase 1 role-playing – introducing the party through its representative in the “I-form”	Exposure phase
0:20–0:35	Phase 1 role-playing – discussion of representatives of individual parties	
0:35–0:50	Phase 2 role-playing – solving a particular historical situation: Election of the President 1927	
0:50–1:00	End of role-playing – discussion with participants and time for questions	Diagnostic/Evaluation phase
1:00–1:20	Analysis of speeches, slogans and their assignment to parties and control of work	
1:20–1:30	Reflection of the lesson in the form of discussion with students	Reflective phase

Phase 1 role-playing – introducing the party through the “I-form” of its representative

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ The student names the basic points of the ideology of each party. ➤ The student uses the means of communication appropriate to the situation.
Duration of the activity	15-20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • The groups are asked to appoint their spokesperson to represent them and present information. (1 to 2 minutes). • The representatives present their political party, the main points of their programme and their fellow party members. They also present a brief outline of the development of the party in the specified period. (10 to 15 minutes).
Facilities and tools	Seminar classroom appropriate to the size of the group.

Modification of teaching/seminar

- The spokesmen can either sit with their groups or take a place in front of the others.

Methodological notes for teachers

- If the spokesman sits separately, it will be easier to manage any discussion. If they sit together with the group, it is possible that other members of the group will react as well. Therefore, the rules of activity shall be thoroughly explained in advance.
- Everyone will have sufficient time to perform.

Conclusion

- Upon completion, students will be provided with space to ask questions about the factography, the course of the activity, or any evaluations.

Phase 1 role-playing – discussion of representatives of individual parties

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ The student will describe in detail the ideological core of the selected party. ➤ The student discusses with regard to the social norm.
Duration of the activity	15–20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • The spokesmen are asked to respond to the statements of one selected representative. (8 to 10 minutes). • It is followed by a discussion with other students. (5 minutes). • The discussion is supported with questions such as: <i>“Has there been any information from other party spokespersons that is inconsistent with your party’s program?” “With which party would your party form a coalition?”</i> • The discussion is guided by the teacher who shall conclude it concerning the timeline.
Facilities and tools	Seminar classroom appropriate to the size of the group.

Modification of teaching/seminar

- With regard to time, the number of questions to be asked may be directly determined by each group.

Methodological notes for teachers

- If students do not initiate the discussion themselves, the teacher responds with prepared questions. If the exchange of opinions was omitted, it would be detrimental to the objectives of the activity.

Conclusion

- In the end, students will be provided with space for questions related to the factography, the course of the activity, or possible evaluations.

Phase 2 role-playing – solving a particular historical situation: Election of the President 1927

Objectives of the teaching unit	➤ The student will explain the relationship of individual parties to the 1927 presidential election.
Duration of the activity	15-20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • The teacher will explain the situation concerning the election of the president in 1927, presents the candidates, the percentage of votes, and the result of the election (5 minutes). • The teacher will ask the question: <i>“How did your party behave during the presidential election? What were its preferences? How did their representatives probably vote and why?”</i> • It is followed by group replies and discussions about their opinions (10 to 15 minutes).
Facilities and tools	Seminar classroom appropriate to the size of the group.

Modification of teaching/seminar

- With fewer students (less than 10 members of the study group), each participant can be asked and the opinion of all participants can be expressed. On the contrary, in the case of a larger group, students express their common group opinion. Each answer shall include argumentation.

Methodological notes for teachers

- Sufficient time shall be given to presenting the historical context, in this case, the presidential election in 1927, so that all the essential facts, context and relationships are presented. Particularly, it is, for example, the health condition of President Masaryk, the person of candidate Václav Šturc and information about white ballots. The result of the election is also announced. The presented information is based on academic literature. However, the teacher shall not describe the actions and behaviours of the individual parties that the students represent.

Conclusion

- In conclusion, additional information is provided on the topic of activity or reference to the relevant literature.

Analysis of speeches

Objectives of the teaching unit	<ul style="list-style-type: none">➤ The student classifies and evaluates information from a historical source.➤ The student puts the information into context.
Duration of the activity	15-20 minutes
Structure of the educational situation	<ul style="list-style-type: none">• Each of the participants receives one text from the prepared materials.• Students work individually.• Teacher continuously checks the status of work.
Facilities and tools	Worksheet for each political party (see Annex).

Modification of teaching/seminar

- In the case of less time, it is possible to assign pairs of students.

Methodological notes for teachers

- All participants will get the opportunity to respond. The response must include justification in order to be able to clearly diagnose whether the student has achieved the goal of the activity and the comprehensive objective of the seminar.

Conclusion

- There is a follow-up after the completion of the work of all involved. The participants are asked: *“Tell the study group to which party you have assigned the historical source and justify your answer.”*

Attachments to the activity “Analysis of the historical source”

The file contains a total of five worksheets based on the political programs of the respective parties. The documents were selected from the period before the first parliamentary elections in 1920, except for one document. The program of the Czechoslovak Social Democratic Party dates to 1924 because the theses proclaimed by the party were determined only after the breakaway and the formation of the Communist Party of Czechoslovakia in 1921. The materials best reflect the ideological core of the parties represented in the Pětka. The analysis includes work not only with the content but also with the nature of the political program as a means of historical knowledge. The recommended solutions are stated in the conclusion of the document.

Annex No. 1: Programme of the Czech Socialist Party adopted at the VIII general congress on 30 March 30 to 1 April 1918.

From 1926, the Czech National Socialist Party

(Josef Harna, Politické programy českého národní socialismu: 1897–1948, Praha 1998, p. 71.)

TEXT 1

The Czech (****) wants to reorganize the entire Czech society politically, economically, and culturally on the basis of equal rights for all citizens regardless of gender.

We believe that Czech society, united by a centuries-old awareness of its national individuality and showing great economic and cultural development, is facing the completion of its self-determination, an independent Czechoslovak state. A nation without a state is forced to fight for the self-evident right and wastes energy, which would otherwise be directed towards the greater well-being and cultural development of the world, and therefore all our efforts must be directed towards state independence within the natural geographical and economic boundaries. We base our struggle for our own state on the right to the full employment of every national individuality, which is our means to the real goal: the world federation of nations.

...

Through its own state power and economic-political struggle, Czech society is to be transformed from a capitalist one into a (****) one.

Questions to the text

- 1) Which political party has expressed its objectives through this text?
- 2) Fill in (****) the appropriate terms.
- 3) In the text, highlight three pieces of information by which you have determined the political party.
- 4) From what source is the text excerpt taken?

Annex No. 2: Draft programme of the Czech Agrarian Republican Party from 29 April 1919.

From 1922, the Republican Party of Framers and Peasants

(Josef Harna – Vlastislav Lacina, Politické programy českého a slovenského agrárního hnutí 1899–1938, Praha 2007, p. 101.)

TEXT 2

The Great Coup, which restored state independence to the Czechoslovak people, broke the rule of brute force and violence and established the rule of democracy, placing the Czechoslovak people before serious and difficult tasks and duties.

...

This great responsibility is imposed unconditionally on all citizens as a whole and personally on each individual. Every individual citizen, without exception, has a civic obligation to live politically as a real (****).

...

As elsewhere, the foundations were laid for the formation of the first social organizations, which culminated in the formation of the state as the highest social formation, by the solid settlement of our ancestors on the land, which they took over for the purpose of its agricultural use. All land used for agricultural purposes constitutes the national territory, that is, in the true sense of the word, the basis of the republic.

Questions to the text

- 1) Which political party has expressed its objectives through this text?
- 2) Add an appropriate expression in the omitted part (****).
- 3) In the text, highlight three pieces of information by which you have determined the political party.
- 4) From what source is the text excerpt taken?

Annex No. 3: "Framework" Programme of the Czechoslovak People's Party in Moravia and Silesia from 21 December 1919
(Pavel Marek, *Politické programy českého politického katolicismu 1894–1938*, Praha 2011, p. 151.)

TEXT 3

Building new righteous political, social, and cultural orders in a free, democratic Czechoslovak Republic in a spirit of (****) solidarity and on the equality of all classes of the nation without any class privileges.

Within the framework of (****) principles and common law, they will grant freedom in which only life worthy of human dignity can develop. The struggle against all guardianship and arbitrariness, whether by bureaucracy and militarism or by individual classes and parties. We reject the system of militarism, class struggle, and class domination.

Acquisition of a general social right guaranteeing to everyone a fair and reliable protection of compulsory labor and property.

The establishment and protection of fundamental rights, which would guarantee to all citizens, without distinction of religious or political conviction, word and writing, as well as unrestricted participation in meetings, federal and cooperative activities of all kinds.

Questions to the text

- 1) Which political party has expressed its objectives through this text?
- 2) Fill in (****) the appropriate terms.
- 3) In the text, highlight three pieces of information by which you have determined the political party.
- 4) From what source is the text excerpt taken?

Annex No. 4: Draft political programme and political resolutions adopted by the Fourteenth Congress of the Czechoslovak Social Democratic Party (19–22 April 1924) (Petr Prokš, Politické programy československé a československé sociálně demokratické strany dělnické 1878–1948, Praha 1999, p. 174.)

TEXT 4

(****) will defend in all political and economic matters the class interests of the working people, and expose and illuminate class conflicts in all their forms, so that the working people will not be abused by political parties that represent the interests of the bourgeois class.

...

Having accepted that the Democratic Republic is the most natural form for preparations and struggles for victory (****), and recalling that (****) contributed greatly to making our Czechoslovak Republic a state with a democratic constitution without the political privileges of class, sex, nationality, property, status or gender, the Party declares that it will always defend this republic faithfully and resolutely against all attacks on its existence and on its democratic, republican and social facilities. The means of the struggle for the liberation of the working class is, among other things, the conquest of political power.

Questions to the text

- 1) Which political party has expressed its objectives through this text?
- 2) Fill in (****) the appropriate terms.
- 3) In the text, highlight three pieces of information by which you have determined the political party.
- 4) From what source is the text excerpt taken?

*Annex No. 5: Programme of Czechoslovak National Democracy approved by the General Congress of the Party on 25 March 1919
Until 1919 also Czech Constitutional Democracy
(Josef Harna, Politické programy Československé národní demokracie a Národního sjednocení 1918–1938, Praha 2017, pp. 51–53.)*

TEXT 5

Our party is not only a national party, i.e., it stands on the principle of the full development of nationality but also supports the nationwide program. It differs from the parties of interest and class in that it does not take into account the unilateral enforcement of self-regulatory and class achievements, but equitably and rightfully balances them, and that the interests of the whole, the highest interest, are placed above the individual interests.

...

The main and decisive goal of our democratic party is to achieve our state independence, then the main and decisive guide will be the preservation of the republic and its development in the spirit of social and cultural progress. This fact has determined and will determine the program and tactics of the party for the future.

...

One of the fundamental objectives of our foreign policy will be to achieve the mutual respect of all nations (****) in the political, cultural, and economic fields.

Questions to the text

- 1) Which political party has expressed its objectives through this text?
- 2) Add an appropriate expression in the omitted part (****).
- 3) In the text, highlight three pieces of information by which you have determined the political party.
- 4) From what source is the text excerpt taken?

Words: 3 351

Characters: 18 405

Methodological Sheet 7: Social Media, Critical Thinking, and the Public: Lessons for Didacticians

Preston Stovall

Abstract: Over the last decade, social psychologists have documented a dramatic rise in mental anxiety and incidents of self-harm among adolescents in the developed world. Heavy social media use is strongly correlated with this trend in adolescent mental health. During roughly the same period, social scientists have come to appreciate that social media is bringing new sorts of influence to bear on social institutions as otherwise diverse as education, public policy, entertainment, and news reporting and consumption. Together, these trends illustrate a need for today's didacticians to incorporate recent and ongoing work on social media use among adolescents, and to develop pedagogical tools fit for addressing the issues young people face with respect to social media. The aim of this lesson plan is to introduce future teachers to the current research on these issues, and to provide a roadmap for helping students navigate the concerns raised by this research. Below are presented three activities. They are framed to take place together over the course of one 90-minute lesson. Suggestions are also made for extending the activities, and each one could be the focus of a single lesson. This lesson plan could also be adapted to work with a class of advanced high school students.

Keywords: antifragile system, fragile system, robust system, screentime, polarization, social media influencer; infrequent social media use; frequent social media use

Forms of Teaching: This lesson plan uses activities called *think-pair-share* and *spiralling conversation*.⁶⁹ In a think-pair-share activity, students first spend a few minutes thinking to themselves about a question posed by the instructor. They then spend a few minutes talking about the question with another student. Finally, they share the results of that conversation with the class. In a spiralling conversation, intermediate steps are interposed between pairing and sharing. At each step, the students "spiral" outward (either clockwise or counter-clockwise) to pair with other students.

⁶⁹ Think-pair-share is owed to Lyman (1981).

Methods Applied: Note that with some adjustments, it is possible to use this lesson plan for advanced high school students.

Type of Teaching Unit: mixed

Competencies in Focus: reflection on social media use, critical thinking, communication, summarizing texts

Reflection: in the form of guided discussion with students

Description and Rationale of the Seminar

Social media websites are designed to keep users engaged with one another. That engagement can be a source of fun and enjoyment, as it offers people new ways to connect with others, often in parts of the world that are otherwise inaccessible to them. But social media use can also be a source of concern, and a growing body of research targets two aspects of social media use as particularly concerning: the role of social media use in the documented increase in rates of depression, anxiety, and self-harm among young people in the last decade; and the impact social media has on political polarization and the spread of information and disinformation online. It has also become clear, in work on the ethics of algorithms, that the psychological mechanisms behind social media usage are being targeted for manipulation by social media companies.

Together, these developments in the proliferation of social media use require educators and students to develop habits of reflective engagement in social media venues. The three activities of this lesson plan are meant to be a springboard for such development.

In the first activity, students consider the evidence for social media use as it affects both individual mental well-being, and political polarization in society. The instructor should assign selected readings before the meeting, so that students come to class already familiar with their content. During the activity, students have the opportunity to first formulate their thoughts individually, and then discuss their thoughts with others, before returning to a facilitated group discussion with the instructor.

In the second activity, students are first introduced to the concept of *antifragility*. Antifragility is the idea that some structures are not only not fragile, or easily susceptible to damage, but are rather *made stronger* when put under certain sorts of pressure or unstable situations. Physical exercise like weightlifting, for instance, actually “harms” muscles by introducing small tears in them.

But as the muscles heal, they grow larger – and this allows the weightlifter to lift heavier weights. Prior to the meeting, the instructor should do enough background reading on the topic of antifragility so as to give students a handful of examples of antifragile systems. Then, the students are given a chance to consider a range of questions about antifragile systems, once again using a combination of individual thinking and group discussion. Students and the instructor then discuss ways that antifragile techniques can be introduced into the classroom, and antifragile habits developed by students and citizens.

In the third, activity, students are given different roles regarding the production, consumption, ownership, and criticism of social media. They then take part in conversations with one another from the perspectives of these different roles, with the aim of considering the way that people from these standpoints would view social media use. If there is time, students can swap perspectives and adopt multiple standpoints. In the subsequent group discussion, the instructor guides students through sharing what they learned by adopting these different points of view, with the aim of better understanding the interests of different parties with regard to social media use.

Schedule of the 90-minute seminar

Timeline	Activity	Notes
0:00–0:03	Organizational Matters	Motivation for the topic
0:03–0:20	Activity 1: Social Media, Mental Health, and Political Polarization	Exposure to think, pair, share; begin to consider problems of social media use
0:20–0:45	Activity 2: Social Media Use and Antifragility	Exposure to spiraling conversation; shared development of anti-fragility methods
0:45–1:25	Activity 3: Role-Playing Across Perspectives	Imaginative exercise involving considering others’ points of view.
1:25–1:30	Short discussion with students, finding out the benefit of the teaching, questions	Diagnostic/evaluative phase

1. Activity: Social Media, Mental Health, and Political Polarization

Objectives of the teaching unit	➤ Students collectively summarize the reading or readings.
Duration of the activity	15-20 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • In the first five minutes, each student writes a quick outline of the significant points in the reading or readings. Questions to consider are: <ul style="list-style-type: none"> ○ What evidence is there for social media use as a leading factor in the rise in mental health problems among young people today? ○ What evidence is there for a rise in political polarization among young people today? • Next, each student pairs with another and spends five minutes compiling a single shared outline. Finally, each pair of students shares their outline with the rest of the class. This last step will take 5-10 minutes, depending on the size of the class.
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- This activity can be run multiple times with different readings. Additionally, an instructor might ask that students come to class with their individual outlines prepared, so as to leave more time in the classroom.

Methodological notes for the teacher

- The instructor can decide whether students should focus on all of the readings, or only some of them. In facilitating the discussion, the instructor should pay attention to whether any key points of the readings have been missed. At the end of the discussion, the instructor should offer his or her own brief summaries.

Conclusion

- After students have shared their outlines, the instructor guides a discussion about significant themes in the research on social media use, mental health, and political polarization.

2. Activity: Social Media Use and Antifragility

Objectives of the learning unit	➤ Students develop, compare, and revise methods for fostering antifragility.
Duration of the activity	Minimum of 20-30 minutes
Structure of the educational situation	<p>Begin with a 5-10-minute discussion of antifragility. Be sure to use examples of antifragility in the natural world (e.g. lifting weights to build muscle mass). Concerning human development, discuss the importance of developing resilience in the face of adversity. In the next five minutes, pair the students up and have them brainstorm methods for helping high-schoolers develop anti-fragile habits. Have them address questions like the following:</p> <ul style="list-style-type: none"> • What are the differences between a fragile student, a robust student, and an antifragile student? • What are some methods for developing antifragility in students? • How might those methods be employed by educators? • What role do parents play in helping young people develop antifragility? • What role for educators? • How might social media use harm, and how might it help, the development of antifragility? • In what ways might an antifragile pedagogy be risky? How might those risks be avoided or addressed? <p>In the following five minutes, have the students spiral out for further conversation. Finally, in the last 5-10 minutes, have a group discussion about what people learned.</p>
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- Additional stages of spiralling conversation can be introduced if there is time.

Methodological notes for the teacher

- It may be helpful to emphasize the difference between antifragile systems and robust systems: the latter are *resistant* to damage and disturbances, but the former are *made stronger* on the basis of damage and disturbances.

Conclusion

- Instructor and students should discuss methods for bringing antifragile instruction into the classroom, and encouraging students to develop an antifragile sensibility.

3. Activity: Role-Playing Across Perspectives

Objectives of the learning unit	<ul style="list-style-type: none"> ➤ Students develop a sense of the different interests and points of view at stake in social media use, by role-playing the perspectives of different producers, consumers, business owners, and critics of social media.
Duration of the activity	Minimum of 32-45 minutes
Structure of the educational situation	<p>Spiralling conversation</p> <p>Assign each student one of a number of roles, and explain the activity. This takes 2-5 minutes. Possible roles include:</p> <ul style="list-style-type: none"> • Parent of a young child, • Parent of a high-school student, • Average infrequent social media user (e.g. less than once every three days, or fewer than 5 hours per week), • Average frequent social media user (e.g. several times a day, or more than 4 hours per day), • 10–15-year-old (male or female), • 16–21-year-old (male or female), • Film star, • Social media influencer, • Public relations manager for a major political party, • Owner of a social media company. <p>When everyone has a role, assign students to pairs. In each pair, students adopt the perspectives of their role and talk about the pros and cons of social media use, both for young people and adults. This should take five minutes. Then, have the students spiral out for another five minutes of conversation. Next, have the students switch roles (for instance, each student can adopt a role on the list above that is one step away from their last role). Two more rounds of pairing and spiraling conversation, for a total of ten more minutes. Depending on time, students can continue to switch roles, pair, and spiral. In the final 10 minutes, have a group discussion where students share what they learned – both from the perspectives of their own roles, and from the perspectives of the roles of those they talked with.</p>
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- There are lots of options for extending the length of the conversations. Depending on the number of students, some roles can be assigned to more than one student.

Methodological notes for the teacher

- Some students may want to adopt cynical or uncharitable perspectives in their roles. But because the aim of this instruction is to help students develop a sincere understanding of the way different interested parties consider social media use today, it is important that the students try to imagine the genuine motivations of the roles they play. Be sure to encourage them to be genuine in their roles.

Conclusion

- Instructor should encourage students to share the ways in which the activity helped them understand different perspectives on social media production and consumption.

Background Readings:

- *Critical Thinking About Social Media Project*, 2022, Center for Science, Technology, Ethics, and Society at Montana State University, <https://www.montana.edu/stes/social-media-project/>.
- HAIDT, Jonathan, *The Dangerous Experiment on Teen Girls: The Preponderance of the Evidence Suggests that Social Media is Causing Real Damage to Adolescents*, Atlantic Monthly, November 21, 2021, <https://www.theatlantic.com/ideas/archive/2021/11/facebooks-dangerous-experiment-teen-girls/620767/>.
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Notes on the Readings: Instructors should decide which readings to assign prior to the lesson. Suggestions are made below for readings associated with each of the three activities. Jonathan Haidt has collected a number of articles on the influence of social media on mental health and political polarization here: <https://jonathanhaidt.com/social-media/>.

Activity 1: Readings:

- *Critical Thinking About Social Media Project*, 2022, Center for Science, Technology, Ethics, and Society at Montana State University, <https://www.montana.edu/stes/social-media-project/>.
- HAIDT, Jonathan, *The Dangerous Experiment on Teen Girls: The Preponderance of the Evidence Suggests that Social Media is Causing Real Damage to Adolescents*, *Atlantic Monthly*, November 21, 2021, <https://www.theatlantic.com/ideas/archive/2021/11/facebooks-dangerous-experiment-teen-girls/620767/>.
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Activity 2: Readings:

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- TOTANES, Kristine, *Resilience is Only the Beginning: 3 Ways to Build Antifragile Students*, *The English Blog*, December 14, 2020, <http://theenglishblog.com/2020/12/resilience-is-only-the-beginning-3-ways-to-build-antifragile-students/>.

Activity 3: Readings:

- LEE, Shieun – LOHRMANN, David K. – LUO, Johua – CHOW, Angela, *Frequent Social Media Use and Its Prospective Association With Mental Health Problems in a Representative Panel Sample of US Adolescents*, *Journal of Adolescent Health* 70, 2022, pp. 796–803.
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Depending on the roles selected, an instructor might assign essays written by people who fulfil those roles in real life, and who address questions of social media use among young people.

Words: 2 652

Characters: 16 009

Methodological Sheet 8: Creating an International Classroom: Incorporating International Students and Their Voices

Christopher Medalis

Abstract: This lesson is intended for university instructors who find themselves teaching mixed nationality student groups. This may include English (or other foreign language)-medium courses (for example Erasmus+ students), courses which include local and international students together, or those with short-term visiting students (for example on a summer school or from an exchange partner university). Although the methodology and pedagogical approach is most compatible to that utilized by social science and humanities instructors, this exercise may in fact be used by instructors in any academic discipline. It is most suitable for use as the first class in a course as it can set the tone and atmosphere of the class, establish communications styles and norms, and quickly ignite and foster peer-to-peer acquaintance, support, and empathy. This will also enable team and project work in later parts of a course.

The activities are sequential, and can be completed during one 90-minute lesson. No advance preparation or readings are required by the students.

Keywords: internationalization, international classroom, intercultural communication, international student

Objectives:

- to create an international classroom
- to foster and practice intercultural communication
- to incorporate all students' voices and perspectives
- to prepare students for effective teamwork and collaborative activities

Forms of Teaching: group, collective, cooperative

Methods Applied: discussion, self-reflection

Type of Teaching Unit: mixed

Competencies in Focus: interpersonal and intercultural communication, self-description and self-analysis, reflection on one's cultural background

Reflection: written, and in the form of guided discussion with students

Description and Rationale of the Seminar

Internationalization has become a reality and an imperative for research universities across the world. This is driven by many factors, including national higher education policy and strategy; competition (perceived or real) to attract students, academic talent, and funding at a global level; and in some higher education systems the need to recruit and admit international students to generate additional sources of funding and revenue.

There are also positive factors which have driven this trend. In Europe, the Erasmus+ program has created unprecedented opportunities for international mobility and learning for over 3 million students since its inception in 1987. The development of communications and information technology has enabled students to access knowledge and experience the "other" on a daily basis, enhancing and integrated with their learning. Students themselves have become powerful drivers of internationalization with their expectations of education being combined with practical and workforce-ready skills, including the ability to operate in global teams in a multilingual, international work environment.

University instructors across the world are also now thus faced with new and increasing demands to teach students from outside their local or national culture, and to operate in a foreign language, most often English. Instructors face the challenge of creating a supportive and healthy learning environment in such an international classroom with a mix of students, each of whom brings different perspectives, background, baseline knowledge, and learning styles. Although many instructors are proficient professionally in English or another foreign language, including competency to conduct research and teach in that foreign language, rarely do they receive any kind of teacher training to prepare them for the realities of teaching international students. Contemporary instructors very often must develop their own teaching methods, classroom practices, and communications strategies for this new reality.

The following seminar addresses the needs of teachers to create an international classroom that is a conducive learning environment for the students and incorporates students' perspectives, voices, and learning styles. The techniques can bring the instructor into closer and more meaningful contact with her or his students and can create a positive and open atmosphere in the classroom from the start. These intercultural communications-based approach exercises will provide the instructor the opportunity to recognize and integrate various cultural learning styles, empower the instructor to create a holistic learning environment, and will result in a vibrant and engaging international classroom.

Schedule of the 90-minute Seminar

Timeline	Activity	Notes
0:00–0:05	Introduction	Exposure phase
0:05–0:35	Activity 1: The Name Game	Interactive phase
0:35–1:05	Activity 2: Your Name: Reflections on Self and the External World	Interactive phase
1:05–1:30	Activity 3: Creating an Intercultural Communications Classroom: Recognizing and Respecting Each Other	Reflective phase

1. Activity: The Name Game

Objectives of the teaching unit	➤ Icebreaker activity: students get to know each other, begin communicating and sharing
Duration of the activity	30 minutes (may take longer if there are more students)
Structure of the educational situation	<p>Introduce, pair, share</p> <p>Students pair up, ask each other, taking notes (10 minutes):</p> <ul style="list-style-type: none"> • Who named you? • Why are you named what you are named (first name, last name, or both)? • What does your name mean to you? • What does your name say to other people, either within your culture or outside of it? <p>Students report out and introduce their pair partner (20 minutes).</p>
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- This activity is suitable for students at any level, including undergraduate, post-graduate, high school, adult, short-term, summer, etc. This activity can also be conducted online if part of a virtual COIL course with an international partner by assigning students into pairs, with one from each university, and putting them in breakout rooms.

Methodological notes for the teacher

- The instructor should tell the students to find someone who they do not know yet, and ideally is from a different country, culture, or language, and to pair up with them. If space does not allow, they can pair with the student next to them, or the instructor can ask them to change seats in order to pair with someone they do not yet know.

During the introduction of the pair partner and sharing of information, the instructor should point out how names are intertwined with social and cultural roots and meaning, including:

- nationality or regional roots,
- ethnicity or race,
- religion,
- relationship to family or friends,
- class or social status,
- customs or opinions of those who named you.

Conclusion

- After students have introduced each other and how through names we can begin to understand how fundamentally culture – and assumptions – are embedded in all of us, the instructor transitions to Activity 2.

2. Activity: Your Name: Reflections on Self and the External World

Objectives of the teaching unit	➤ Students begin a deeper consideration and self-analysis of themselves, who they are, and what they bring to the class.
Duration of the activity	30 minutes
Structure of the educational situation	<p>Discussion</p> <p>This activity is in the format of a discussion about the results and reflection of Activity 1. The instructor asks open questions including:</p> <ul style="list-style-type: none"> • What does a name signify or signal? • What motivates the choice of a name? • What is the reaction to your name in a foreign country (or here, for international students)? • How do you react to foreign names? • Can you share any stories about the (mis)use of your name? • Was it easy for you to share and discuss this topic? Was it too sensitive? • What have you learned about names and culture?
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- The instructor can record and categorize student responses on the board, whiteboard, or flipchart in order to classify them. This can lead to further discussion and insights about the rationales, motivations, and underlying explanations of recognizing and approaching cultural differences.

Methodological notes for the teacher

- In this guided discussion, the instructor should point out and reiterate the cultural issues and assumptions that are raised by the students' examples, especially comparing them to the home/host country.

Conclusion

- This activity flows into the next activity.

3. Activity: Creating an Intercultural Communications Classroom: Recognizing and Respecting Each Other

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Learn about different cultural value patterns and different communication styles. ➤ Explore theoretical foundations of Intercultural communication. ➤ Learn about prejudice and cultural misunderstanding. ➤ Incorporate students' experiences and perspectives, and have them understand that they are valued and recognized, and help them begin to self-analyze, develop self-awareness, and start to bring their voices into a safe space international classroom.
Duration of the activity	25 minutes
Structure of the educational situation	<ul style="list-style-type: none"> • Students work independently to think, reflect on, and write bullet points based on the previous 2 activities (10 minutes). • Students should answer the following questions: <ul style="list-style-type: none"> ○ How does my name reflect my home culture? ○ What does my name project to the host culture? ○ How can I influence this? ○ What positive aspects of my home culture can I share in this class and with my fellow students? • Each student shares a positive aspect of their home country culture, and also a comment or reflection on a communications style, habit, or feature of their home country culture. • The instructor writes these communications styles and features on the board/whiteboard/flipchart in a combined list; the instructor should not denote which student or country each item comes from. • The instructor leads a discussion about these communication styles and features, and the students pledge to recognize and respect each of them, and acknowledges their use in the classroom and throughout the course.
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- This activity may be done in a written format, collected and compiled by the instructor, and shared afterwards with the students. However, this is less than ideal, as a written format lessens the impact of each student sharing and describing their views with each other in the classroom.

Methodological notes for the teacher

- Instructors should take care to acknowledge students' cultural values and beliefs as positive, with good intentions ascribed. It is constructive to describe and record them in neutral, objective, and observable terms.

Conclusion

- After this seminar the instructor should share the intercultural communications pledge as a set of respectful ground rules, mutually agreed upon, for communications protocols and standards of civil behavior for the rest of the course.

Further Reading

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Words: 1 746

Characters: 10 156

Methodological Sheet 9: Interpreting the University, City, and Their Cultures Through Photography and Teamwork

Christopher Medalis

Abstract: Technology and visual media play a significant role in the lives of today's students. They are also powerful tools in promoting cultural understanding, intercultural communication, and teamwork. This methodological sheet aims to guide university instructors in incorporating photography and teamwork as tools to facilitate students' exploration, appreciation, and intercultural learning of their university, city, and their diverse cultures. By engaging in photography-based activities and collaborative teamwork, students can develop a deeper connection with their surroundings, enhance their observational skills, foster intercultural dialogue, and boost their intercultural competences. This sheet provides a step-by-step approach to utilizing photography and teamwork activities in order to promote intercultural engagement and facilitate cross-cultural understanding, while simultaneously orienting incoming students to their new environment at the university.

Keywords: internationalization, international classroom, intercultural communication, intercultural competences, international student, experiential learning, student orientation, cultural exploration, photography, visual analysis, urban studies

Objectives:

- To encourage students to explore and appreciate their university, city, and their communities through the lens of photography.
- To enhance students' observational skills, visual literacy, and presentation skills.
- To foster intercultural engagement, communication, and dialogue among students from diverse backgrounds.
- To assist acclimation and promote a sense of belonging and connection, especially for new and visiting international students, with the host university community.

Forms of Teaching: experiential learning, group, collective, cooperative

Methods Applied: The methods applied in this sheet draw inspiration from participatory photography and visual ethnography techniques. By actively involving students in the process of capturing and sharing their visual narratives, this approach empowers them to become active agents in their own learning and cultural exploration.

Type of Teaching Unit: mixed

Competencies in Focus: visual literacy, observation and interpretation, creativity, reflection, presentation skills, use of mobile phone and technology for educational purposes

Reflection: Reflection is integrated throughout the activities, allowing students to critically analyze their photographs, share their experiences, engage in meaningful discussions about the cultural significance of their observations, and reflect on their intercultural learning and teamwork experiences.

Detailed Description and Rationale of the Seminar

This seminar is designed to bring together students who do not yet know each other. It is highly effective in student orientations or welcoming activities. It may be used for new incoming degree, visiting Erasmus+, or short-term study students. It can also be used for short events such as conferences and workshops which bring students together from different universities and countries. If there are local students taking part, then they add value to the groups and the exercises as local guides and cultural interpreters.

This seminar creates a dynamic and interactive learning environment where students can actively engage with their university and city through the art of photography, combined with collaborative teamwork. By combining theoretical concepts with practical hands-on activities, students will develop a deeper understanding of their cultural surroundings while honing their visual literacy and observational skills, boosting their intercultural competences, and fostering effective intercultural communication and teamwork. By actively involving students in the process of capturing and sharing their visual narratives and working together in international teams, this approach empowers them to become active agents in their own intercultural learning, cultural exploration, and collaborative projects.

Today’s students engage with technology at a very advanced level of use and frequency. Instructors cannot ignore this, nor keep technology out of the classroom and teaching; this seminar instead offers a strategy and method to incorporate it to advance student learning outcomes. There are numerous advantages to harnessing technology. This seminar can engage students in a medium that they are comfortable with, while simultaneously teaching them new soft skills of observation, incorporation of new perspectives, reflection, and decision-making. It serves to introduce collaboration, teamwork, and a rapid breaking down of barriers with fellow students who they do not yet know. The ability to work in multinational/intercultural teams, the ability to break down personal barriers quickly, and the ability to collaborate and solve problems collaboratively and innovatively are skills which are increasingly called for by employers, and ultimately will serve students well.

The seminar consists of three fast-paced activities, each building upon the previous one, and culminating in a group presentation. The activities are designed to be flexible and can be used by instructors for students from any academic disciplines and cultural contexts. It is especially useful and appropriate for students in the fields of history, local/area studies, urban studies, cultural studies, art history, architecture, sociology, anthropology, memory studies, and can be considered interdisciplinary as it introduces visual arts and photography.

Schedule of the 90-minute Seminar

Timeline	Activity	Notes
0:00–0:45	Activity 1: Out and About	Exposure and Interactive phase
0:45–1:05	Activity 2: Photo Preparation	Interactive phase
1:05–1:30	Activity 3: Three-Minute Challenge Presentation	Presentation phase

1. Activity: Out and About

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Students interact in small groups and get to know each other, begin communicating and collaborating. ➤ Students explore their new surroundings on campus and its environs and orient themselves. ➤ Observation techniques, visual interpretation and photography skills are practiced.
Duration of the activity	45 minutes
Structure of the educational situation	<p>The instructor explains the goals, activities, and outcomes of the seminar:</p> <ul style="list-style-type: none"> • Look at a place in a new way (intercultural perception), • Collaborate in teams (international, multilingual), • Utilize technology to share personal observations, • Present and explain in a “Three-Minute Challenge”. <p>The instructor divides the students into groups of 3 or 4 students, ideally each student from a different country/language/culture. Students are instructed to:</p> <ul style="list-style-type: none"> • Go out and use the university and city as their canvas, • Capture visual representations of their experiences, impressions, feelings, • Each student should use his/her mobile phone camera. • Students should take pictures (at least one) in the following categories: the university, the city, everyday life. <p>While the students are out taking photos, the instructor sets up the Padlet (if using) for students to upload their photos upon their return.</p>
Facilities and tools	Classroom setting, then external.

Modification of teaching/seminar

- This activity is designed to be interdisciplinary, and suitable for students from any academic field. However, it is highly adaptable to certain academic fields. History students, for example, can be given the assignment to focus on sites, monuments, or objects of historical significance. Sociology, anthropology, or ethnography students can be told to focus on and photograph scenes or vignettes which tell the story or explain everyday human life in the city or at the university. Art history or architecture students can be instructed to look for details, representations, or examples that explain the visual identity

or development of the city or university. International students can be asked to capture the city, university, or its people and cultures through their special viewpoint as an outsider or newcomer.

Methodological notes for the teacher

- The ideal team size is three to four students. This allows for each team to produce 12 to 16 photographs, providing a large enough sample size and variety for the students to debate and decide in Activity 2. Students should be provided with maps of the campus and/or city, and may be given specific directions or tips by the instructor, i.e. “concentrate on the university library” or “go directly to the city’s main square and focus your efforts there.”

Conclusion

- The instructor should give the students a strict time limit in order to ensure that they return to the classroom to have enough time to complete Activity 2.

2. Activity: Photo Preparation

Objectives of the teaching unit	<ul style="list-style-type: none"> ➤ Rapid response problem-solving, ➤ Collective and collaborative decision-making, ➤ Creation of narratives and presentation, development of expression of rationales, ➤ Use of technology.
Duration of the activity	20 minutes
Structure of the educational situation	<p>Students return to the classroom and gather in their teams. The instructor tells them to:</p> <ul style="list-style-type: none"> • choose one photo from each category (city, university, everyday life) to represent your team, • the photos chosen should represent the group’s consensus of their impressions, observations, and opinions, • each team should now prepare to show and explain their rationale for their choice of photos, • students upload the photos onto Padlet, or prepare to show using PowerPoint or another suitable desktop application.
Facilities and tools	Classroom setting, with space for break out groups.

Modification of teaching/seminar

- The student teams may need more or less time to select and devise their explanation. Instructors must be flexible, and be prepared to adjust the time for Activity 3. If there is not enough time, instructors should consider allowing some teams to present during the next class session.

Methodological notes for the teacher

- The instructor must be prepared to give the instructions and launch the students into their teamwork discussions and decisions very quickly. This should be done in no more than three minutes. The instructor should walk around the room and check in with each group to see if they have any questions, are hitting any stumbling blocks, and to offer guidance if needed. The instructor should also be familiar with Padlet, PowerPoint, or whatever technology he/she has decided to use, and offer technological assistance. Padlet is the preferred application, as the site can be kept and shared with the students so they can refer to afterwards.

Conclusion

- At the end of this activity, all student groups should have completed the discussion and collaborative selection of photos and prepared rationales and explanations of why they chose them.

3. Activity: Three-Minute Challenge Presentation

Objectives of the teaching unit	<ul style="list-style-type: none">➤ Students practice team presentation skills.➤ Students share their rationales for selection of photos, which are informed by their own intercultural perspective.➤ Through presenting, students gain a deeper bond and link to the university, the city, and their classmates.
Duration of the activity	25 minutes
Structure of the educational situation	<p>The student teams come to the front of the classroom and present their choice of photos of the city, the university, and everyday life, giving explanations for their choice.</p> <p>The team presentations should be presented in a rapid format of a “Three-Minute Challenge” thus encouraging the students to be precise, concise, and know and act upon their roles and materials.</p>
Facilities and tools	Classroom setting.

Modification of teaching/seminar

- The three-minute format is chosen deliberately to help the students exercise time management skills in preparation and presentation. However, if extra time is available, the instructor can extend the time limit, including by allowing the students to elaborate more on each photo.

Methodological notes for the teacher

- The instructor should ask each team to introduce themselves. The instructor will have to be a time-keeper for this activity.

Conclusion

- After the conclusion of the class, the instructor should make the results (on Padlet, or share the PowerPoint) available for all students to keep. If they are international or visiting students this especially will be a souvenir or keepsake from their time at the host university and city. Instructors can also encourage the students to share their images and post on social media.

Words: 1 830

Characters: 10 841

Methodological Sheet 10: Introduction to Grant Seeking and Proposal Applications

Christopher Medalis

Abstract: This seminar is designed to equip instructors with training materials to introduce and expose students to the world of grant searching and application for grant funding. It contains practical, hands-on exercises which guide students through a series of activities starting with searching for grant and funding opportunities, to analysis of calls for proposals and requests for funding, and culminating in the creation of an outline of a sample grant application.

Keywords: funding, grants, research funding, project funding, proposal writing, grant writing

Objectives:

- Students become familiar with grant, project, and research funding opportunities.
- Students learn how to search for grants.
- Students learn how to analyze calls for proposals / notice of funding opportunities.
- Students begin to formulate responses and prepare a grant proposal outline.

Forms of Teaching: group, collective, cooperative

Methods Applied: discussion, text analysis

Type of Teaching Unit: mixed

Competencies in Focus: information search, document analysis, application preparation

Reflection: in the form of guided discussion with students

Detailed Description and Rationale of the Seminar

University students, especially at the post-graduate level, need to be aware of and competent in grant and funding searching and preparing proposal applications. In today's academic world, there are more opportunities to seek external funding than ever, and academics are increasingly expected by their universities to apply for and take part in international projects and grants. This includes post-graduate, doctoral, post-doctoral students, and young researchers.

Many universities do not possess the resources or infrastructure to train or assist these students in their search for grants. At many institutions, this role falls to the departmental level and to instructors. This seminar recognizes these realities, and provides instructors a road map, tools, and information resources to expose students to the world of funding opportunities, and to prepare them to compete for grant and project funding. This is a practical training exercise which will open the students' eyes to the world of grants and funding, give them basic training on grant seeking, and train them to prepare a proposal.

Instructors in the social sciences and humanities must continue to support and attract talented young minds into these academic fields. This seminar can help equip instructors to play the role of mentors by offering encouragement, practical advice, and guidance, and can make students feel that they are part of a larger community of young scholars. In addition to this positive psychological support, the training in this seminar demonstrates to future scholars and researchers that they have access to very tangible methods of support, notably financial sources, enabling them to pursue careers in social sciences and humanities fields.

Schedule of the 90-minute Seminar

Timeline	Activity	Notes
0:00–0:05	Grant Fundamentals	Set seminar parameters and focus students' expectations and motivation
0:05–0:35	Activity 1: Grant Searching	Exposure phase and practice searching for grants
0:35–0:55	Activity 2: Grant Analysis	Diagnostic/evaluation phase
0:55–1:20	Activity 3: Prepare a Grant/Proposal Application Outline	Diagnostic/evaluative phase
1:20–1:30	Activity 4: Planning an Application	Planning phase

1. Activity: Grant Searching

Objectives of the learning unit	<ul style="list-style-type: none"> ➤ Students become familiar with grant databases. ➤ Students practice online grant searches. ➤ Students present results of their grant search.
Duration of the activity	30 minutes
Structure of the educational situation	<p>During the Grant Fundamentals introduction, the instructor introduces and explains the importance of grant funding for research, projects, and career development. He/she can share his/her personal experience and examples.</p> <p>To begin the activity, the instructor shares the websites with funding sources in the Resources section at the end of this Methodology sheet. Instructor demonstrates searching for grant funding on one of them.</p> <p>Students choose a website or multiple websites and search for grant funding. They should identify 3 funding opportunities of any type (i.e. for individuals or for institutions, for research or for projects) and summarize basic information on each:</p> <ul style="list-style-type: none"> • Name of grant, Funder, • Purpose of grant, • Eligibility criteria, • Grant amount, • Deadline, • Link to application. <p>Students then share the results of their searches, and instructor leads a discussion, including:</p> <ul style="list-style-type: none"> • Which search engine sites did you try? • How easy or difficult was it to find grant opportunities? • Were they complete (i.e. full application package with call, templates, etc.)? • Did you identify funding that you are personally eligible for, and potentially interested in?
Facilities and tools	Classroom setting; computer and internet access required.

Modification of teaching/seminar

- During the sharing of search results, the instructor may have students share one or more grants that they found, depending on the size of the class and time available. This activity may also be conducted in an online or hybrid format. It is also very effective in a COIL situation, pairing students from different partner universities.

Methodological notes for the teacher

- If students are unsure of their focus or interest in searching for grants, the instructor can assign them specific funders and even grant calls/requests for proposals. It is, however, more effective for the students to choose what their field of interest or potential funder is, as this provides motivation and a real life, potential opportunity that they can practically act on in the future.

Conclusion

- During the open discussion which the instructor leads after students have shared the results of their searches, the instructor can ascertain difficulties, problems, or challenges which the students faced, and can prepare feedback or further detailed instructions to give students solutions.

2. Activity: Grant Analysis

Objectives of the learning unit	➤ Students read and analyze grant calls for proposals, notice of funding applications, and/or grant application forms
Duration of the activity	20 minutes
Structure of the educational situation	<p>Students select one of the grant or funding opportunities that they found in Activity 1.</p> <p>Students search in the opportunity and document:</p> <ul style="list-style-type: none"> • Name, Funder, • Goal/purpose of grant or funding, • Release Date, Due Date, • Grant length, • Funding minimum/maximum, • Expected # of awards, • Eligibility and Scope, • Participants, • Expected outcomes/products/results, • Application website, • Application format and procedures, • Info session/webinar/contact name.
Facilities and tools	Classroom setting; computer and internet access required.

Modification of teaching/seminar

- Students may complete more than one analysis if they have the time. Instructor can assign students to complete analysis of other grants for homework.

Methodological notes for the teacher

- Instructor may need to guide students on an individual basis.

Conclusion

- At the end of this Activity, if time allows, instructor can conduct a debrief with the whole class about which aspects they found easiest and most challenging.

3. Activity: Prepare a Draft Grant Application / Proposal Outline

Objectives of the learning unit	<ul style="list-style-type: none">➤ Students become familiar with grant applications and proposals, the information required, format, and procedures for applying.➤ Students begin to prepare their own application.
Duration of the activity	25 minutes
Structure of the educational situation	<p>Utilizing the information they recorded in Activity 2, students prepare an outline of a grant application or proposal, following the required format. They should include notes (not full responses) of their responses. They are devising a preliminary draft of the application or proposal. This is a written activity (20 minutes).</p> <p>Instructor holds an open discussion asking students (5 minutes):</p> <ul style="list-style-type: none">• What information would you include and emphasize in your application/proposal?• What components do you need to work on the most in order to have a successful application/proposal?• What else do you need to prepare or get before the deadline (i.e. CV, recommendation letter, transcript, etc.)?
Facilities and tools	Classroom setting; computer and internet access required.

Modification of teaching/seminar

- If the instructor needs to give students more time to prepare their draft, the discussion period at the end of the activity can be dropped.

Methodological notes for the teacher

- There is not enough time during a 90-minute seminar for students to fully prepare a grant application. Preparing an outline is at least the first step, and it helps them to identify and understand all the information and content that they will need to prepare for a full application, and begin to consider what level of effort and time it will require for them to prepare a full application. Likewise, through this exercise they become familiar with grant application processes such as formats, word limits, CVs, research statements, attachments, etc.

Conclusion

- Activity 3 leads into Activity 4 to guide students in the next practical step in the process.

4. Activity: Planning an Application

Objectives of the learning unit	➤ Students map out their timeline and next steps in order to concretize their application.
Duration of the activity	10 minutes
Structure of the educational situation	Referring to the application outline they have just prepared, students create their own timeline for completion of the grant application by its deadline. The instructor checks in with each student to offer advice.
Facilities and tools	Classroom setting; computer and internet access required.

Modification of teaching/seminar

- The instructor can ask students to volunteer to share their thoughts on their timeline for completion and what they need to do and how much time it will take.

Methodological notes for the teacher

- The instructor can ask the students to email their proposed timeline and provide feedback in written form after the seminar.

Conclusion

- Ideally the instructor should set up a consultation with each student individually to debrief, give advice, and provide guidance and encouragement so that the student actually submits a grant application when it is the appropriate time for them to do so.

Resources for Grants

EURAXESS: EURAXESS – Researchers in Motion is a one-stop shop for researchers and innovators seeking to advance their careers and personal development by moving to other countries. It provides tailored information and support, free of charge, to researchers, entrepreneurs and research performing organizations. The web portal offers job, funding and hosting opportunities, career development guidance and free tools and much more. EURAXESS network counts 43 European countries and 9 worldwide hubs.



See <https://euraxess.ec.europa.eu/>, <https://euraxess.ec.europa.eu/funding/search>.

European Research Council: The ERC, set up by the European Union in 2007, is the premier European funding organisation for excellent frontier research. It funds creative researchers of any nationality and age, to run projects based across Europe.



The ERC offers 4 core grant schemes: Starting Grants,⁷⁰ Consolidator Grants,⁷¹ Advanced Grants⁷² and Synergy

⁷⁰ <https://erc.europa.eu/apply-grant/starting-grant>.

⁷¹ <https://erc.europa.eu/apply-grant/consolidator-grant>.

⁷² <https://erc.europa.eu/apply-grant/advanced-grant>.

Grants.⁷³ With its additional Proof of Concept Grant scheme,⁷⁴ the ERC helps grantees to explore the innovation potential of their ideas or research results.

Check the YouTube Videos: Step by Step to the ERC application process,⁷⁵ How to get started with your ERC proposal,⁷⁶ How to write part 1 of your ERC proposal,⁷⁷ How to write part 2 of your ERC proposal,⁷⁸ How do we evaluate your ERC proposal⁷⁹ or How to prepare for your ERC interview.⁸⁰

Marie Skłodowska-Curie Actions: Marie Skłodowska-Curie Actions (MSCA) support research training and career development focused on innovation skills. The programme funds worldwide and cross-sector mobility that implements excellent research in any field (a “bottom-up” approach). There are MSCA grants for all stages of a researcher’s career, from PhD candidates to highly experienced researchers, which encourage transnational, intersectoral and interdisciplinary mobility. The MSCA is the main EU programme for doctoral training, financing 25,000 PhDs.



See <https://marie-skłodowska-curie-actions.ec.europa.eu/>.

Erasmus+: Erasmus+ is the EU’s program to support education, training, youth and sport in Europe. It has an estimated budget of €26.2 billion. The 2021-2027 program places a strong focus on social inclusion, the green and digital transitions, and promoting young people’s participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda.



Check the European Commission Funding and Tender Opportunities: <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>, <https://erasmus-plus.ec.europa.eu/opportunities>.

73 <https://erc.europa.eu/apply-grant/synergy-grant>.

74 <https://erc.europa.eu/apply-grant/proof-concept>.

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78 <https://youtu.be/4fpHkhitwA0>.

79 <https://youtu.be/FFhZX00AUV4>.

80 <https://youtu.be/F4qXVGcdH5w>.

Europass: Europass is a set of online tools and information to help students, young employees or job seekers manage every step of their learning or career path. The Euro-



pean Commission provides this service free of any charge and in 29 different languages. Amongst the services offered there are a CV editor, a cover letter editor, a certificate or diploma supplement and much more. See <https://europa.eu/europass/en>.

EURODOC: EURODOC is the European Council of doctoral candidates and young researchers. It takes the form of a federation of national associations of Ph.D. candidates and young researchers. See <https://eurodoc.net>.



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Conclusion

We hope this Handbook provided all educators interested in social sciences and humanities with inspiring insights into the basic pedagogic theory, opened “hot” topics of the current state and named challenges present in several Central European countries (but not only in these countries). We especially hope that it motivates university teachers to experiment with novel didactic approaches and methods. Illuminating that the teaching of particular facts must be accompanied by appropriate methods, the Handbook offered ten methodological sheets sharing systematically and in a very detailed way the know-how to teach attractive topics by using effective and interesting methods and activities. The world of teaching and learning in higher education is currently being shaped by the student body and rapidly changing technological possibilities. Contrary to some negative opinions about the capability of the higher education sector to manage change, in this Handbook three academic institutions have demonstrated a willingness to overhaul traditional practices with an emphasis on teaching quality and methodological innovation.

Part of the methodological sheets addresses educators of future teachers at primary or secondary schools who definitely make up a significant part of social sciences and humanities’ students at universities worldwide. We tried to solve the question raised by Irena Kapustová in the introductory chapter: “How does a regular university lecture or seminar [...] develop these skills? [meaning skills required for teachers at lower grades as problem-solving, negotiation, team leadership, etc.]?” Some university teachers argue that we must defend the unchangeable level of knowledge and not retreat from the vast factography. This is certainly not a question which should be simplified. No doubt, a form without content becomes useless in this case. The next stage could focus on competencies enabling much better utilization of the learning process itself and hopefully bringing more internal motivation in the students’ minds.

Without a doubt, contemporary students are facing previously unimaginable amounts of information (often unsorted, unstructured, and untrustworthy). The emphasis thus (still) lies on work with primary sources which must be accompanied with sophisticated heuristic methodology. Some of the methodological sheets thus offer ideas how to critically read texts, how to understand them, and how to read “between the lines” and critically think. A very important and currently perhaps even overused term is “narrative” or “narrativization” (visual narrative is mentioned as well). Teachers should guide students to get acquainted with these terms and instrumentalize them as

for example Jan Květina suggests: “How is it possible that historical events can be described and assessed in totally contradictory ways?” Or: “How can one change meanings and assessments of the same events/situations with a choice of different words?” Contemporary views of history thus must include this meta-apparatus leading students to a better understanding of the theory of science itself.

Neither are performative skills as effective communication and argumentation omitted. Many of our contributors suggested role-playing as the most effective method. The way must stay open for creative writing as well, and teachers should consider incorporating more assignments addressing students’ writing skills. Guided work with social media should also be incorporated.

In the introductory chapter the author mentioned meaning and potential use (together with prevailing underutilization) of reflection, and presented (self-) reflection as one of innovative methods. Teachers should not forget to keep sufficient time for reflective discussion as well as written evaluation which surely has much bigger potential than just formal feedback for the institutional management. We see a considerable potential to consider teaching as a way to increase the self-knowledge of every student, with the important undertaking to personally involve students.

The Handbook concludes with several topics directly related to the issue of internationalization which presents an area where we continually have to strive to incorporate a better utilization of processes externally fostered by the European Commission. An Erasmus+ grant scheme has brought to our institutions previously unthinkable amounts of foreign students from all around the world. There are many questions dealing with international education from their point of view, however, what we seek to present here were useful tools for university teachers on how they can more effectively teach in international classrooms. Skills as intercultural communication, teamwork, cross-cultural understanding, etc. are certainly more easily achievable from this kind of classroom than in a homogenous collective, but teachers must know how to enable and engage students to work together effectively. Although not directly related to pedagogy, the last methodological sheet dealing with quite exclusive grant opportunities is included here because university teachers should teach keeping their eyes even on such highly demanding and competitive challenges, and it addresses the importance of opening students’ eyes to research opportunities, and can serve as a guide to university teachers for their own ongoing professional development. Each chapter is written so that it can be read independently of the others, and in any order. Readers can easily select and prioritise, according to interest.

Another new (hand)books on similar topic could surely focus on each social science or branch of the humanities in particular. Nevertheless, in

this handbook we followed the principle of multiperspectivity not only in particular issues, but also in the collective of authors and areas. Once again we invite the reader to visit our project webpage:⁸¹ <https://www.uhk.cz/en/philosophical-faculty/exchanges/international-projects/sshteaching21-cooperative-partnership>, including all project results in open access form; especially e-learning, thus possessing better opportunities for further amendments and updates than a “classical” format of a (hand)book.⁸² Specialists from social sciences and humanities will benefit from its specific learning outcomes and assessment. Particular case studies, and links to helpful websites contribute to the Handbook’s usefulness to make it attractive for academics to turn for practical advice on effective classroom practice. The book aims to take a scholarly approach, while maintaining a user-friendly format. The Handbook has been written for readers who strive to extend and enhance their practice.

Salute to all experts in the field eager to enhance their pedagogical skills!

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Teaching Humanities and Social Sciences Interculturally: HANDBOOK

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