

Central European University Alliance (CEUA)

Central European Higher Education Alliance

International research project

Current trends in European higher education

Theses and Questions for Focus Group Discussion

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1. On a global scale, the concept of "Borderless Higher Education" has emerged in the higher education market. This concept diversifies educational institutions in tertiary education. Consortia of universities, corporate universities, virtual universities, etc. operate on the market. How do you view this problem of expanding the offer of education in this area? Do you also agree with the opinion that in many professions it is not necessary to complete a university degree in order to obtain basic qualifications? What do you think of the worldwide UnCollege movement, which is based on the premise that college is not the only path to social success? Do you agree with the thesis that academic inflation is growing in many countries, i.e. many university graduates work in places where this education is not needed? Do you know any professions where the requirements for people's qualifications need to be re-evaluated and instead of university study programs, professional training centers for leading experts should be implemented?

2. The further development of university education is largely dependent on the coexistence of traditional and commercial approaches to educational activity. Today's universities try to preserve to a certain extent traditional disciplines, academic freedoms and other historical constants of their operation. On the other hand, universities must respond to the needs of reality, to changes in society, the economy and in the cultural field. Can you please describe how your school deals with this cardinal problem? We are interested in whether he is introducing newly designed study programs, whether he is looking for some forms of cooperation with institutions of secondary and basic education (for example, that he organizes courses of the so-called Teen Age University, etc.)? Can you also please provide information on how your school is involved in adult education? We are interested in whether it implements professional training courses (retraining) or educational events in the field of civic or interest-based further education?

3. Innovations in the didactic component of teaching are an important trend in the development of higher education. The traditional concept of teaching at a university, including lectures, seminars, exercises and consultations, is changing to a great extent. One of the directions of these innovations is the so-called gamification of teaching, where game, interaction or simulation methods and techniques are applied in pedagogical communication. Can you please give some examples from your surroundings, positive examples from practice, for example the application of case studies, simulations, etc.? The second direction of innovation in the didactic process is the application of electronic, digital means in teaching and home preparation of students. Please provide as much detail as possible how your school implemented distance learning during the Covid19 pandemic. Examples of good practice are appropriate, but also solutions that have not proven successful in this age of the prevailing distance education method. How does your college approach strengthening the digital competence of teachers? Does he organize courses for them or does he leave it up to them, their attitude and activities?

4. Another characteristic feature of the work of universities is scientific and research activity. According to recent investigations by the Central European Higher Education Alliance, the activities of universities are increasingly closely linked to state and European programs in research. Cooperation between universities and companies, institutions and organizations in the field of applied research is also growing. We ask you to think a little about this issue. Please try to give a brief description of the scientific and research issues of your university, especially from the professional side and from the side of those commissioning these projects. What is the ratio of research activities to the professional focus of teaching at your school? How do you look at the traditional principle

formulated by the German thinker Wilhelm von Humboldt "university teaching must also take place through research in which both teachers and students participate". Are there research projects like Blu Skies Research at your school, which do not have a fixed goal and are carried out based on the free decision of individual academic staff, the needs of workplaces, departments or institutes?