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Evaluation of the International Visegrad Fund project

High school teacher competence in change

Project Number: 21720008. Implementation time: 01.01.2018- 31.12.2018.

**The project implemented by Borys Grinchenko Kyiv University in Kyiv (Ukraine)
and partners from Poland – University of Silesia in Katowice, the Czech Republic –
University of Ostrava and Slovakia – Matej Bel University in Banska Bystrica**

The expert evaluation have taken into account the following:

1. Methodological concept of the research (printed form).
2. Methodology of statistical processing (electronic form).
3. Integrated matrix of the analysis of competency profiles of the academic staff (electronic form).
4. Questionnaire for academic staff "Studying the complex of academic staff's competences" (electronic form).
5. Questionnaire for students "Studying the complex of academic staff's competences " (electronic form).

The subject matter undertaken in the project *High school teacher competence in change* is very important for the development of modern pedagogy and university didactics. The international research team represents four countries located in Central-East Europe, in which many multidimensional changes in education are taking place, including the changes in viewing the role and function of the contemporary educational system and higher education. Due to the occurring changes, what cannot be assumed is the unchangeable character of teachers' qualifications as well as a permanent list of the required pedagogical competences. Therefore, it is indispensable to prepare both academic teachers and students – future teachers, for sys-

tematic increasing their didactic effectiveness and for developing their need for lifelong education, which is a requirement of the current times. These issues are reflected in the rich expert Czech, Polish, Slovak and Ukrainian literature in this field.

In this context, the project is very well elaborated both theoretically and methodologically, it combines the strategies of quantitative and qualitative studies, which comprise:

- extended questionnaire for examining competences, including the ones acquired in university education: information, communication, intercultural competences as well as competences concerning modern technologies,
- document analysis: the current curricula of the university course of pedagogy in the Czech Republic, Poland, Slovakia and Ukraine and the European standards of academic teachers' professional education,
- free and directed interview with academic teachers conducting classes within the university course of pedagogy.

High assessment should be attributed to the diagnostic value of the project, which comprises:

- the comparative analysis of academic teachers' competences in three professional dimensions of their work: the academic, professional and pedagogical, social and personal;
- the advancement of special tools for impartial assessment of the lecturer's competence development at universities in four countries: the Czech Republic, Poland, Slovakia and Ukraine,
- the identification of the contemporary contents of the university lecturer's competences, the level of diversity and changes in four European countries: the Czech Republic, Poland, Slovakia and Ukraine,
- defining the developmental tendencies of the lecturer's competences and their dominance in professional activity and in students' marks,
- eliciting the results which allow to start a joint international discussion on university lecturer's competences at the European level among the project participants, at the level of non-government public organizations, engaged in problems of higher education, and also at state level of appropriate government departments,

- carrying out the research, which can become the background for organization of an advanced training system for university lecturers in participating countries, as competences are not constant and change through experience, studies and self-development.

Mariusz