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Teaching and Learning: in Search for Balance

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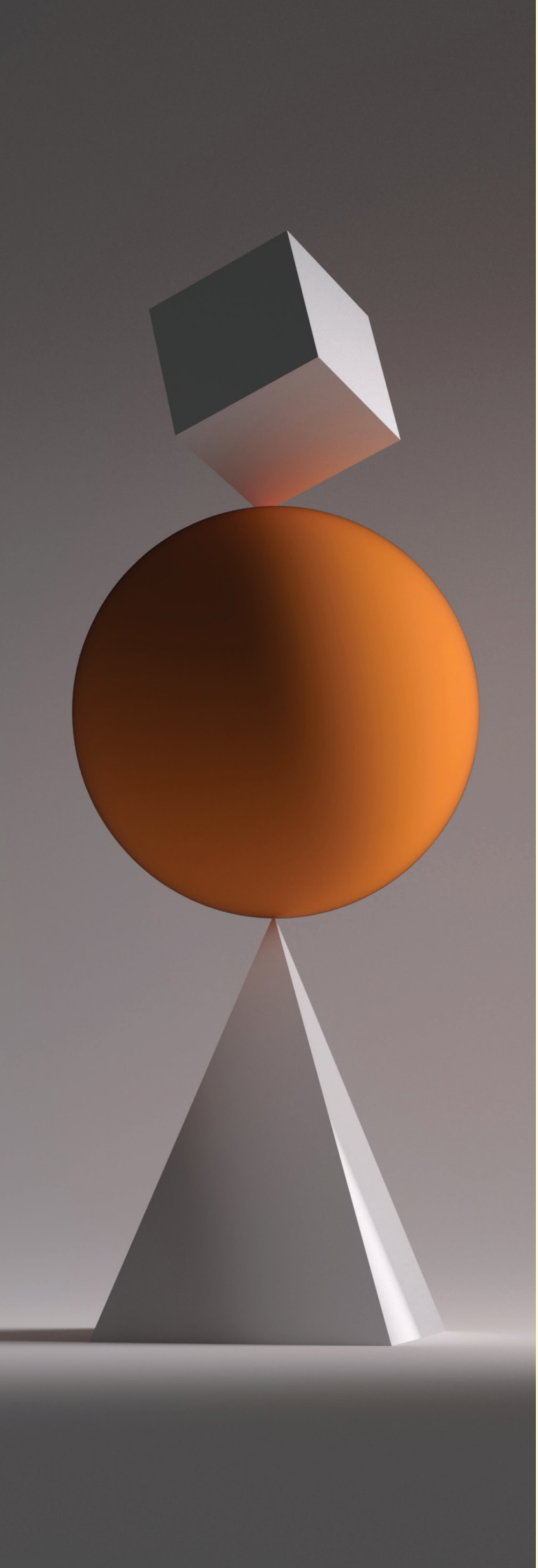

Dear colleagues,

This issue of HERB is dedicated to one of the most prosaic university topics – teaching. The question of how to teach at university has regained relevance because of changes in the external and internal conditions of HEI.

Outside the walls of the ivory tower, powerful players have appeared who provide educational services that compete in quality with university education. The labor market is changing the requirements for graduates, shifting the emphasis from mastering hard skills to cognitive and soft skills.

The situation is also changing inside universities. It is difficult to imagine a modern educational program without courses using Big Data and project-oriented training. Students are changing too.

Are teachers and their approaches to teaching changing at the same speed? How do universities support teachers and students in the new teaching and learning environment? Universities are investing in the development of the research base, motivating teachers to be active researchers. How is that motivation built to maintain an appropriate level of teaching?

Together with the authors of the issue, we looked for answers to these questions on two planes: vertically — from national programs for the development and improvement of the quality of higher education to the practice of teaching one course, and horizontally — describing different practices in Russia and abroad, sometimes crossing oceans.

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National Research University Higher School of Economics

National Research University Higher School of Economics is the largest center of socio-economic studies and one of the top-ranked higher education institutions in Eastern Europe. The University efficiently carries out fundamental and applied research projects in such fields as computer science, management, sociology, political science, philosophy, international relations, mathematics, Oriental studies, and journalism, which all come together on grounds of basic principles of modern economics.

HSE professors and researchers contribute to the elaboration of social and economic reforms in Russia as experts. The University transmits up-to-date economic knowledge to the government, business community and civil society through system analysis and complex interdisciplinary research.

Higher School of Economics incorporates 97 research centers and 32 international laboratories, which are involved in fundamental and applied research. Higher education studies are one of the University's key priorities. According to recent QS World University Ranking, HSE is now among the top 150 universities in the subject of "Education". This research field consolidates intellectual efforts of several research groups, whose work fully complies highest world standards. Experts in economics, sociology, psychology and management from Russia and other countries work together on comparative projects. The main research spheres include: analysis of global and Russian higher education system development, transformation of the academic profession, effective contract in higher education, developing educational standards and HEI evaluation models, etc.

Center for Institutional Studies

The Center for Institutional Studies is one of HSE's research centers. CInSt focuses on fundamental and applied interdisciplinary researches in the field of institutional analysis, economics and sociology of science and higher education. Researchers are working in the center strictly adhere to the world's top academic standards.

The Center for Institutional Studies is integrated into international higher education research networks. The center cooperates with foreign experts through joint comparative projects that cover the problems of higher education development and education policy. As part of our long-term cooperation with the Boston College Center for International Higher Education, CInSt has taken up the publication of the Russian version of the "International Higher Education" newsletter.

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Beyond the Enthusiast: Towards 'Teaching Excellence Everywhere'

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Look around the landscape of higher education (HE) and you will quickly discover a number of external drivers that are, depending on your perspective, either nudging institutional change or creating such an influence that the term institutional disruption would not be too out of place.

For instance, in the UK such drivers include the fee structures for students and the ever increasing association with 'value for money'; new providers having easier access to HE; national metrics capturing the apparent performance of universities, and hence forming university rankings via league tables, and the recent introduction of the national Teaching Excellence Framework.

In the UAE, creating a knowledge economy and reducing the economic reliance on fossil fuels are driving factors for HE. Additionally, within UAE universities there is a national effort to phase-out the provision for foundation programs.

The Russian Academic Excellence Project 5-100, including 21 leading Russian Universities, was launched six years ago. Among its aims are the creation of world-class intellectual products; bringing the university educational programs in line with the best international examples; the development of cooperation between the academic sector, the industrial sector, and the business sector; creating a number of international and internal academic mobility programs for faculty members and researchers - internships, advanced training, professional re-training, exchange programs.

There can be little doubt that these national drivers (and numerous others) are influencing the education strategy and associated operationalizing plans for universities.

One common, recurring theme in relation to many of these drivers is the students' university experience. These experiences are highly personalized and arise as a consequence of a number of factors. The highest level (the mission) might include the orientation of the university towards social good, the ways in which the university is solving meaningful problems (for instance the National Academy of Engineering Grand Challenges) and the ways in which global citizenship, intercultural skills and entrepreneurship interleaves with the formal curriculum. At a lower level (day-to-day activities) the students' university experience is influenced by factors such as the quality and accessibility of sporting facilities, learning resource centers (library, computing suites and maker spaces etc.) and the student's sense of belonging to a community.

Notwithstanding the importance of these factors, educators also have a significant role to play in shaping the educational experiences of their students. It is the educators who help develop the intellectual curiosity of students; it is the educators who challenge students to move from a dualistic intellectual perspective to a more meaningful immersion in pluralistic uncertainty and, it is the educators who shape many of the learning-oriented interactions that students have with their peers and deliberately include dialogue, action and feedback as enablers for learning. Couple the above to the importance of educators demonstrating the much-needed characteristics such as grit, agility and an ability to operate in complex, changing contexts, and we need to ask how well are educators prepared for these roles and responsibilities? Whilst the work of Mishra and Koehler (2006) and their TPACK Framework (Technological, Pedagogical and Content Knowledge) elegantly identifies the 'knowledge domains' that educators need, the attributes of a being role model, a coach, mentor, a visionary and a life-long learner are also important.

Simply, and as a hypothesis, I am asserting that great educators make a significant and direct contributions to a university's success and respond positively to national drivers.

If we accept this hypothesis (fully or partially), then universities should meaningfully adopt and embrace a 'teaching excellence everywhere' philosophy. Doing so then sets out both an expectation that all educators could-and-should become great[2] as well as identifying that a university has responsibilities too; great educators are created, not born.

A true philosophy of 'teaching excellence everywhere' requires much more than simply running workshops for the enthusiast – unfortunately a sight too often seen and seemingly valued as a response to teaching enhancement. Universities need to pay significant attention to professionalizing teaching, going beyond the enthusiast and simply using expert educators to exemplify teaching; they need to create university systems and processes to recruit, support, connect and reward teachers.

A teaching excellence everywhere philosophy is best supported when a number of themes are in place. Such themes could include:

- **A collectively owned education strategy:** Create opportunities for educators to shape the educational strategy and how the university wishes to be known from a student experience perspective. For instance, the DNA of education at Oxbridge (tutorial based) is different from that of Maastricht University (Problem Based Learning), which again is different from that at The University of Hertfordshire (Blended Learning).
- **Innovate the teaching:** Create a culture (and supportive actions) where educational innovation is encouraged and becomes part of 'what we do'; and be accepting that innovation is not without risk.
- **Diffuse the innovation:** Create and use actions to diffuse the innovation for wider benefit; sole or small-scale innovation is highly unlikely to be insti-

tutionally transformative and needs deliberate action to spread. Innovation alone is never enough.

- **Set high expectations:** Set ever-increasing expectations that all educators should be scholarly in their approach to education, and in their planning to enhance their teaching practice.
- **Respect the discipline's epistemology:** Create-and-use discipline-relevant methods of evaluation and use the evaluations to continually drive an enhancement agenda.
- **Engage in philosophical and practice discourse:** Create an environment which brings together educators from across the disciplines to discuss education, both as a philosophical and practical endeavor: Avoid just talking to the enthusiasts.
- **Align the systems:** Ensure the systems and processes of the organization are aligned with the mission and are designed to accelerate the growth (and reward) of teaching excellence.

This initial list of themes will help create the right ambiance for education to flourish and to be valued. These themes need unpacking into university-nuanced actions, preferably with appreciative inquiry approaches to evaluation threaded throughout. Doing so ensures institutional imperatives are supported and that teaching excellence everywhere is both a philosophy and approach that is owned and enacted by all university stakeholders.

Failure to engage in such university-wide thinking will not cause the university to close, but all that is likely to be observed is teaching remaining to research, teaching being viewed as an endeavor that can be organized and supported by 'hints-and-tips' and students having very disparate educational experiences.

References and notes:

[1] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in educators' knowledge. Educators College Record, 108 (6), 1017–1054.

[2] Being a great teacher is arguably subjective, disciplinary specific and should be defined in the context in which the teaching takes place. Despite this, there are numerous themes relating to what great teachers do, and what great teaching looks like.

Legal Training Curriculum Reform at Eötvös Loránd University, Faculty of Law (Budapest, Hungary)

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The background of the reform

Legal training at Eötvös Loránd University, Faculty of Law (Budapest, Hungary) has been transformed significantly in the last decade. In this article we briefly introduce the background of the reform and its main elements. This reform is interesting for foreign higher education institutes: it shows how to adapt a new legislative framework, the transformed attitudes of the students and the new requirements of future employers. The success of the reform is shown by the greater resilience of higher education institutes.

Traditional Hungarian legal training was based on the continental approach, especially on the Humboldtian idea of a university. Training was based on a theoretical grounding. The teaching of substantive law began only in the second semester. The main idea of the training was to teach the main structures and rules of law, and the training focused on the teaching of the legal norms [1].

This approach changed at the start of the new millennium. Hungarian legislation was significantly transformed after 2010: a new Constitution, a new Civil Code, new Civil Procedure Rules, a new Criminal Code, new Criminal Procedure Rules, and new acts on administrative procedures were passed. One of the main reasons for the new reform was the transformation of the training and output requirements. A Ministerial Decree transformed the approach to legal training in Hungary and a competence-based training system was introduced.

An internally-based reform

The planning of the reform began in parallel with the preparation of the national legislation. The need for reform was recognized by most of the professors and teachers of the Faculty, and it was clear that the reform should

be a substantial one, and that it was not enough only to adapt to the changes of the central legislation. The Faculty of Law of Eötvös Loránd University applied for grants which supported the transformation and modernization of legal training at the Faculty. The importance of interactive, practical and skill-based training was highlighted by the research supported by these grants [2]. The introduction of an attractive, modern curriculum was encouraged by competition in the higher education market. Although Eötvös Loránd University has the oldest continuous legal training in Hungary (the Faculty is more than 350 years old), there are now 8 faculties of law and one faculty of public administration in Hungary.

A commission – elected by the Faculty Council of the Faculty of Law – for the reform of the curriculum was established. The president of the commission was the Vice Dean responsible for registration and study-related matters, and the members were professors of the departments and representatives of the student's self-government. By including student representatives, the principle of co-creation [3] was guaranteed.

The new model of legal education required new methods of teaching. In Hungary, teacher training is not required for teachers of the higher educations. The Dean and the Vice-Deans of the Faculty recognized that the new model of teaching and training required new teaching skills, therefore several training sessions were organized for the professors and teachers of the university.

Modern legal systems – like modern societies – are very complex and legal norms could barely be learned. Lawyers are, in these modern legal systems, case managers who should solve problems [4]. First of all, the role of small group training was strengthened. Small group training sessions for 15-25 students (called 'seminars' or 'practical lessons') are organized for the majority of the subjects. New types of exams were introduced: complex exams which have different parts – essays, test and case solutions – and open book exams based on case solutions.

The quality of the training was developed by these reforms: the students are trained for practical work by these new exams (they are trained to write applications, judgements, resolutions etc.). By graduation, students have more practical skills with a strong theoretical base. The new exams are more attractive to students. They criticized the former structure strongly; it was too theoretical, and they were not prepared for practical work. Students can now get experience of practical work during their first semesters at the university. This new format is more attractive for the students and it has been very successful. The successes of the new model are relatively direct: in 2019, the students of Eötvös Loránd University won several major moot court competitions: the Jessup, the Jessup European Friendly and the Telders. The students of the university were in the leading positions of other moot court competitions, as well (e.g. the ICC Mediation coemption and the Oxford media law competition).

As mentioned, the theoretical basis was an important part of the reform. The basic elements of legal theory are taught mainly in the first 6 semesters of the 10-semester curriculum and the theoretical courses can be chosen as a part of the final examination. Comparative issues remain very important.

Social inclusion was an important part of the reform of legal training. New types of courses were introduced, giving knowledge on the impact of legal work on society. Legal clinics were organized (in the field of social law and real estate law) and a course for voluntary work and social responsibility was organized, in which the university is cooperating with leading NGOs and religious charities in Hungary.

The burdens on the students are more balanced, the differences between the amount of work in different semesters has been reduced significantly. The number of the two-semester exams was also reduced.

The legal profession requires more and more specialized knowledge. Therefore a two-tier system for specialization was introduced: there are specialized courses which offer broader knowledge in important fields of regulation (for example regional development, constitutional review, international human rights, law of securities and bonds). There are specialized practical courses where distinguished Hungarian lawyers are involved as teachers.

Contradictions, resistance and problems

It is hard to introduce a reform which is fully supported by every member of an organization. During reforms there are interests which could be upset. As mentioned, the reform was based on a strengthening of the practical skills of students and on a strengthening of the teaching of legal praxis. Therefore the role of traditional theoretical and historical courses was transformed. The reform abolished the fundamental exams of the historical courses, now there are only semester exams for these courses. Similarly, the theoretical grounding of legal training was based on the teaching of classical philosophy and Latin. These courses have been transformed: comparative knowledge and skills are highlighted in the new curriculum and the teaching of the Latin has been shortened (from two semesters to one semester). The main opposition to the reforms was among teachers of the historical courses: they interpreted the reforms as reducing the importance of historical training. Prima facie it seems that their opinion is based on the facts, but the historical elements are strongly integrated into the courses of (contemporary) legal studies.

Similarly, the reception of the training on teaching methodology and pedagogy was mixed: several departments – especially those departments who were the main supporter of the reforms – liked it, but several teachers highlighted that they have enough training and teaching experience, and their methods are effective.

The greatest problem for the reform was the limited resources. The new, practice-based teaching and the new types of exams require more human resources: the smaller groups and personalized exams require more teaching work. Although the curriculum has been transformed,

the teaching staff has not changed significantly. Thus, the teaching burden has grown. This growing burden has resulted in some tensions.

Although there is some opposition to several elements of the reform and the teaching load has grown, the reforms are supported overall by the Faculty.

Closing remarks

As a result of these reforms, a modern curriculum has been introduced at Eötvös Loránd University, which preserves our 350-year traditions and values. The new elements of teaching are expected to result in a more resilient university for the future.

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[3] Fuglsang, L. and Rønning, R. (2014) Introduction in Fuglsang, L., Rønning, R. and Enquist, B. (eds.) Framing Innovation in Public Services. Routledge: New York, NY & London, UK pp. 10-12.

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Innovative Approaches in Teaching and Learning Programs in Political Science

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The question of teaching and learning is crucial for developing individual intellectual capacity and macro-level labor market needs. As the literature on political economic development emphasizes, learning methods, and designing and developing curricula are vital for all societies. Some disciplines are especially important. Political science, and in particular the administrative sciences as the basis of multi-disciplinary social sciences, focus on political and administrative realities. Since political and administrative realities occur in a social context, everything that concerns societal relations between human beings belongs to these disciplines. That is why we have studies on many political and administrative realities in society.

As we are living in turbulent times, the solutions are contingent on the definition of the problems. Analyzing the hidden politics behind the techniques of government occupies a major part of the political (and administrative) sciences. Besides the turbulent times and old techniques, such as using the cinema and novels for teaching purposes, I observe three key innovative developments: data mining, crowd-sourcing and self-instruction, and gamification with mobile applications. These approaches are increasingly layered onto more conventional programs in contemporary learning environments, offering courses at undergraduate and graduate levels. These innovative approaches, recent research on teaching political science shows, have significant potential for training new generations of policy practitioners and researchers in political science.

In light of these developments, we, at the Faculty of Political Sciences at Ankara University, are in the process of planning how we can integrate such innovative approaches into our core teaching curricula. In our next strategic planning cycle, we propose to streamline new courses on data mining, data analytics and applications; crowd-sourcing as produced by students as real world actors, and diverse applications of gamification to explore different aspects of social reality hitherto unexplored. All such courses would be instrumental in augmenting the empirical data orientation (in terms of content and research methods) of currently running programs. We are hoping that these courses will be offered by members of our Faculty, which has a very strong tradition of theoretically informed and empirically grounded research, especially in the areas of macro socio-economic development, Turkish public administration from a comparative (mostly European) perspective, and international relations. Our empirically oriented research base will help us to illustrate all these new approaches through the proposed new courses in the next strategic planning cycle. In this way, we would like to streamline these new approaches to our teaching and training modules at the undergraduate and graduate level. We also plan that the synergies we create will help us more firmly ground our research strengths in these new approaches.

Data Mining

Most political science courses in the United States are now using text data mining to map issues or trends over time. A distinct literature on computational text analysis is emerging. Brown (2016), for example, provides an overview of the key steps required for computational analysis [1]. A number of researchers are working on operationalizing social science concepts using text analysis techniques. This requires students to learn R and python, and some of this work is done in Jupyter Notebooks. It also means that most students are taking courses cross-listed between political science and data science. These "connector" courses

give students enough of a footing in data science to apply empirical methodology to their political science courses. There are many examples of classes using text data mining in this fashion. I have observed such courses first-hand at UC Berkeley.

Crowdsourcing and Self-Instruction

Some classes are using crowdsourcing for learning and sharing information in political science within the classroom to code data. Wilson (2018) [2], for example, documents that crowdsourcing, "or the practice of acquiring information or task inputs from a large number of people, can be used to encourage self-instruction through the creation of innovative materials." These classes may have hundreds of students. These students chunk data up among themselves, code it, and then crowdsource (within the classroom) a research project.

Gamification via Mobile Applications

Young et al. (2019) developed a web-based political participation game platform, called vMOBilize. They gave the "game" to undergraduate students in the run up to the presidential primaries in the 2016 US elections. By pre- and post-surveying students in the game [3], they evaluate the effectiveness of the platform designed for political engagement and participation. They conclude that game play offers important outputs especially to students with the lowest rates of political knowledge and engagement.

These three developments are increasingly used in contemporary learning environments. The pages of the Journal of Political Science Education are replete with material on teaching political science through these innovative methods at undergraduate and graduate levels. These innovative applications also have significant potential for training not only future policy practitioners but also for the next generation of researchers. We are re-designing of our core curricula to reap the benefits of these innovative approaches in the Faculty of Political Sciences at Ankara University, which will help us train the future cohorts of practitioners and research staff.

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Design Approach in Teaching for Generation Z

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A feature of modern education systems is the need to meet the development demands of modern societies. These are determined by the labor market and by the characteristics of different generations.

The labor market traditionally needs qualified professionals who are ready to adapt to its dynamically changing requirements, with qualities such as multifunctionality, the willingness to retrain, high performance, the ability to compete and improve, and the desire and ability to work in a team.

Labor Market and Generation Theory

According to Strauss–Howe generational theory (1991) there are generations X, Y and Z in the labor market. The characteristics of generation X are a high level of education, literacy, and a focus on work and individual success. Representatives of this generation are focused on possible changes related to age characteristics. Unlike them, Generation Y is characterized by communicative qualities, a focus on cooperation, and flexibility to external changes; this generation makes up the largest part of the labor market. Generation Z is the most active consumer of educational services and will be in demand in the near future. They are characterized by self-orientation, isolation from communication through gadgets, and minimal communication skills. According Strauss and Howe, it is precisely these features of generation Z which require new teaching approaches and methods, creative implementation, and which require students to learn the qualities and competencies that the modern labor market demands.

Project Training – A Start in a Future Profession

In 2017, at the Institute of Economics and Entrepreneurship of Lobachevsky University a large-scale training project was implemented with the involvement of key employers to improve the quality of education and increase interest in obtaining professional knowledge. It was in the form of a project competition – The Festival of Entrepreneurial Ideas "Prove yourself, become the best!". The Festival developed projects on issues voiced by employers and trained students of different fields in teamwork.

The first Festival, which was attended by about 300 students of the Institute of Economics and Entrepreneurship, became part of the city competition for projects improve the urban environment in two categories: "My Nizhny" and "Nizhny on the map of Russia". Under the guidance of teachers who are specialists in IT, marketing, economic analysis, business valuation, and social entrepreneurship, the teams developed projects to improve the urban environment and the quality of life in Nizhny Novgorod and to develop its appeal to domestic and foreign tourists. A mandatory requirement for the projects was an economic justification for its implementation, indicating the amount of funding needed and potential sources. When working on projects, students applied the knowledge gained in the learning process, which provided an understanding of practical issues, and, consequently, increased their interest in the learning process.

The winners of the competition presented their work at a meeting of the Committee on Economics, Industry and Entrepreneurship of the City Duma of Nizhny Novgorod, which was a good incentive to continue the work, because the Administration showed interest in the projects and offered their developers implementation decisions.

More than 1500 students of the Institute of Economics and Entrepreneurship; the Institute of Information Technologies, Mathematics and Mechanics; and the Faculty of Social Sciences participated in the Festival. Along with workshops for students conducted by representatives of the regional government and the largest employers in the region (the top ten largest Russian banks, KPMG Big Four audit companies, PricewaterhouseCoopers, the largest Russian providers of digital services, etc.), students took part in creative sections. A fundamentally new direction for the Festival was a hackathon organized by the IT company Netcracker. Another innovation of the Festival was the "School of Young Mentors", 12 participants of which supervised the development of student projects.

During the Festival 90 youth projects to improve the quality of life in Nizhny Novgorod, to increase its investment and appeal to tourists, to develop and create digital products and services in the region were developed and presented to experts. Ten projects for the development of Nizhny Novgorod reached the final of the competition, and 2 of them were developed with the assistance of young mentors.

Improving the quality of education through collective projects

The Festival for the Institute of Economics and Entrepreneurship was conceived as a comprehensive training session using interactive methods. Since the Festival is a mass event, it provides for the proposal, development and presentation of ideas, and the presentation of projects resulting from the preliminary work with teachers during training sessions. The evaluation of ideas and complex projects was done in different categories. Specialists in various fields took part in the Festival, tutoring student projects.

A huge part of the preparation for the Festival was carried out by mentors working in the Student Business Incubator, which was organized at the Institute of Economics and Entrepreneurship. The main goal was to engage students in project activities and support their entrepreneurial initiatives. Being specialists in the field of financial modeling, the economic evaluation of investments, sources of project financing, social entrepreneurship, marketing, etc., the mentors form an integral part of the educational content allowing them to apply the knowledge and skills gained in practice, to solve problems offered by employers or by the students themselves.

The Festival realized a synergistic effect, combining the training sessions in different areas into real projects. The competencies provided by the educational standards of various areas of training are polished in the project work, the quality of which is assessed by teachers and potential employers.

Our prospects

In 2019, we plan to hold an even larger Festival with the involvement of four educational units of Lobachevsky University: the Faculty of Physical Education and Sports will join the participants of last year, which will allow projects on a wider range of topics, such as "Nizhny: meeting guests for the 800 years anniversary", "Nizhny: digital enterprise", "Nizhny: healthy generations". The thematic content of the projects covers 10 municipal programs in Nizhny Novgorod, 2018-2020.

The Festival has become an annual traditional at Lobachevsky University. It develops the professional skills of Generation Z using digital technologies to link different areas of knowledge. The involvement of a variety of teachers, employers and students in the design work improves communication, raises interest in solving problems collectively and interest in the final result, and fosters the ability to work in a team. Our students study education and work as a dynamic process, the result of which is personal and professional development.

Student Research Fieldtrips as an Educational Tool

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An Old-New Method

This paper describes student research field trips as a new educational tool. These are intense, short-term trips by students and their teachers to do field work. Field work itself is not an innovation, but one of the main approaches to discover and understand the world. Geography, ethnography, and archeology are mainly based on field

work. Some of the elements of field work such as travel and collaborative work are also known as traditional approaches in education, for example the "Grand Tour" of young aristocrats around Europe in 17th and 18th centuries, which was a final and necessary part of their education; the value of collective, shared responsibility, and common tasks in the theory and practice of pedagogy of Soviet educator and social worker Anton Makarenko; or even the traditions of the Pioneer and Scouting movements in the 20th century. A better term might be "an old-new method in education" and it could be seen as an answer to the extremely fast changes occurring in higher education. In this case the new (or "old-new") tool does not try to follow these rapid changes but does at its own pace. In the new educational reality of the massification of higher education, global educational migration, and MOOCs, they are like the slow food movement or small craft industries in a world of fast food corporations and mass production.

Each particular trip cannot be duplicated or scaled. They are more expensive in comparison with lectures or seminars, and they require an individual approach. Such field trips potentially have a delayed effect, and this makes it hard to measure their effectiveness. They are dependent on their leaders' personalities and the specifics of the research team which organizes them. Planning requires teachers to play many new professional roles. They become tutors, discussion moderators, lecturers, academic supervisors, tourism managers, and summer camp leaders. But if student research trips are such a hard and complex tool what unique educational opportunities do they give?

Discover Russia again

In recent years, a program of student field trips, "Discover Russia again", has taken place at HSE University, Moscow (and then at the Saint-Petersburg, Perm, and Nizhny Novgorod campuses). Every year bachelor, master, and sometimes doctoral students travel in Russia to research religious practices, educational reforms, folk crafts, and many other topics. Field trips are a classic form of summer practice in many universities for students studying geography, geology, archeology, philology, or ethnography. Annual field trips by the schools, departments, or faculties of cultural studies, public administration, sociology ("summer sociological practice"), and others have been undertaken before the "Discover Russia again" program. Within the program, trips are organized by different university units which usually do not have field trips in their curricula. Urbanists, journalists, law students, educational research students, or creative writing students have participated. They conduct interviews, focus-groups, and participant observation, do visual analysis, work in archives, make interview transcripts and analyze them, find respondents, and participate in group research reflections. They also work with social media, write popular articles, give lectures, make photo exhibitions. This means that students of very different educational directions learn to do tasks that may be directly connected with their majors, but very often which are not connected at all. But this is only at first glance.

Field trip has no single form. In some cases, it is planned as practice or training for students in a specific area; in other cases, they are multidisciplinary. Field work research can be done individually, in small groups, or by the whole team. Research themes can be chosen by students or given by organizers.

Perhaps the only common feature (in addition to its teaching and learning resources) is travel to small, distant, or problematic cities, towns, and villages in Russia. Participants get an opportunity to see, and potentially understand, some less well-known places in Russia and to meet people who it would be impossible to talk in their everyday lives. They can be a way of inner decolonization and a way to get unique life experience.

Teach and learn... what?

"Surprisingly, secondary school students choose universities not only in Moscow and Saint-Petersburg, but in Vladivostok, Tyumen and even China or United States". "It's shameful to feel tired, if you work in an office, not in a factory". "I can trust qualitative methods after the trip". "I 'murdered' my inner introvertive and anti-social self". "I can say goodbye to all my stereotypes about people living in industrial towns". "I understand that I am lucky just to have been born in a middle-class family and to have a good education because of this". These are some quotes from the group discussion at the end of last year's trip to universities in the industrial towns of Sverdlovsk Region, organized by the Laboratory for University Development. Participants interviewed their peers, who also recently chose where to study and where to live. Exam grades, parents' opinions, and understanding their mission or future occupation were real topics for both the researchers and their respondents. Students said that after this experience they began to better understand the higher education system, other people, and themselves. This is a good illustration of what is taught and learnt.

First the aim is a better understanding of some academic or professional field. In my case, this is higher education research with all its interdisciplinary features, where we as teachers and students tried to match the approaches of economics, sociology, cultural studies, etc. Field work for the students of a specific discipline can be a chance for advanced learning in their field.

Secondly, field trip is a tool to practice qualitative methods and to participate in research. Because HSE is a National Research University, research-based education is its integral element.

We can also describe field trip as project-based learning, or an extracurricular activity, a very important part of the student experience, or a way of learning soft skills like the "communication and collaboration" expected by the labor market. This old-new method can give more; the kind of transformative experience which is one of the main goals of higher education.

Teaching and Grading Across the Atlantic: Challenges and Helpful Tips

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Teaching Russian law in the US is neither easier nor more complicated than doing it in Russia – it is just different. The main difference is very simple: you are talking to people with a common-law mindset. If you are teaching a course for undergraduate students who major in political science and are considering applying to law schools, the specifics of the continental legal system must be explained in detail.

In the US, law schools are graduate schools, and many students prefer to work for several years after receiving their college degrees before applying to law schools. With this experience in hand, law students (who are usually selected from among the top 5% of college graduates) differ significantly from undergraduate students. They, too, have gaps in their preparation, especially when it comes to the judiciary. At the very beginning of the course, even the most brilliant students fail to understand that there are countries where judges do not make law – this information comes in sharp contrast with everything they have been studying at law school. Another potential problem is the continental style of constitutional review when this power belongs either to a specialized constitutional court or to a non-judicial body vested with this function. The areas of competence of the Russian Constitutional Court, where a constitutional review is not case-based, are difficult to grasp. To make things easier, I included certain landmark cases, which originated from individual complaints, and decisions that contributed to sharpening the fundamental constitutional principle of the separation of powers.

Knowing my audience, I had to adjust both the curriculum and the way of teaching. A traditional horizontal comparison of the constitutional systems of European countries was supplemented with a vertical comparison (the historic background of each European country of study, featuring key acts of constitutional importance and major political and legal developments). The reason for that was the fact that most undergraduate students display little, if any, knowledge of European and Russian/Soviet history. Besides the historical background and the evolution of the constitutional framework, I also provide a description of the key features of Soviet rule. The sharp discrepancy between the constitutional entrenchment of human and civil rights and freedoms, and their feasibility also called for clarification and additional explanation.

Provided that at least 1/3 of the class considered applying to law schools, I repeatedly emphasized the importance of good public speaking skills. This approach served two purposes: students received additional public speaking training and earned participation points. At the instructor's discretion, students could be awarded participation points for constructive and insightful contributions to class discussions. A student could get up to 20 points per semester. Most valued comments had to involve relevant insight and inferences drawn from the facts rather than raw information. Students were also encouraged to earn participation points by making oral presentations (5-6 minutes) on topics relevant to the course syllabus. Presentation timing and topic details had to be coordinated with the instructor ahead of time. A presentation could be awarded 1, 2 or 3 points. Each point earned had two benefits: it credited a student a point towards a perfect score and reduced the total weight that was put on the midterm and final papers by 1 percent. The more participation points a student earned, the less the total weight of the midterm and final papers.

Oral presentations followed by discussion proved to be very helpful and educational. The most successful presentations were case-based; this approach was easily comprehended by students and kept them interested. Reports on the constitutional systems of the countries other than countries of study of the course (Israel, Republic of South Africa, and the Netherlands) were also popular. Upon request, I assessed not only the content of the presentation but also the manner of narration. Such commentaries were provided in my office rather than in front of other students. By doing this, I encouraged those who did not feel confident speaking in public but wanted to pursue a legal career.

Teaching evaluations made by the students at the end of each semester contributed to the development and refinement of my courses –the grading system, the content and the reading materials. At the University of Michigan, teaching evaluations cover the quality of the course, the clarity of the course requirements, the quality of teaching, how much the student learned from the course and how strong the student's desire to take this course , the workload, the instructor's concern for the students and her ability to deliver clear, organized explanations and make the course interesting. Evaluations highlight the ability of an instructor to hold discussions outside of classes, to recognize students' difficulty with the material and to make students feel comfortable asking questions. Grading is also an important part of teaching evaluations: students evaluate the fairness of grading, the transparency of the grading system, whether graded assignments reflect the material covered, and whether grades in this course were fairly determined. Students also form expectations about grades early on and update them throughout the term.

The design of the teaching evaluation emphasizes the instructor's ability to satisfy the students and make them happy. Unhappy students eagerly use grade grievance procedures, which takes a lot of time and effort. The procedures are usually very complainer-friendly and may result

in referrals of alleged unfair grading to a specially designated departmental committee. Many instructors simply prefer to avoid this ordeal and raise the contested grade. When I found myself in this situation, I was informed by the leadership of the department that students expect to receive grades in the range between "A" (excellent) and "C" (satisfactory), and the student who lodged the complaint, was unhappy. The unhappy student received a "D" (poor) for an inadequate performance in class. She initiated the grade grievance procedure on the basis that her grade was an outlier compared to grades of other students. My written explanations were taken into account by the committee. They agreed with my assessment of the student's performance but insisted that I need to do something because the student was unhappy. I agreed to give the student a passing grade; however, I also raised the grade of everyone else in the class by the same amount. I did that for the following reasons:

1. it was made perfectly clear that the priority was to placate a complainer rather than to ensure the fairness of the grading;
2. I strongly believed that improving the grade of only one student, who demonstrated the poorest performance in the class, would be unfair in regard to other students, who worked harder and did much better;
3. I wanted to show the complainer that, even with a passing grade, she was still an outlier in her class, and that putting departmental pressure on the instructor to secure a passing grade has not changed the assessment of her standing in the class.

This situation is not exceptional and illustrates the problem of grade inflation, which causes great concern among faculty. Many students raised by so-called "helicopter parents" develop a strong sense of entitlement and take for granted that they will get good grades simply because their parents pay for their education. Some instructors prefer to avoid confrontation and to give such students undeserved high grades. This recent development also comes as a big challenge and must be taken into consideration by visiting professors.

Still, some sort of balance between student happiness and fair assessment can be found. In order to keep track of the discussion of expected grades, I clearly indicated in the syllabus that all grade-related communications should be in writing. This approach minimized whining (which became one of the most actively used leverages) and, if necessary, helped to prove that each student who wanted a higher grade, was provided with detailed explanations of how to achieve this goal. In most cases, the tracking of grade-related communications brought students' expectations in line with reality, and they finally had to agree that they were given several options to get a better and well-deserved grade.

The Peer Learning of Technology: How to Help Faculty Bring Innovation into the Classroom

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Introduction

One of the most important challenges for contemporary faculty development in Russia is the implementation of emerging educational technologies and training academics to use them. This problem is particularly pertinent for ITMO University as one of the leading educational institutions in IT and as a participant of Project 5-100, a government run program aimed at the improvement of the international competitiveness of major Russian universities.

One aspect of this challenge is the selection of an appropriate format for training university professors when there are a great number of different instruments, when traditional programs for continuing professional education quickly become outdated because of the high pace of technological advances, and when there is a lack of methodological assistance regarding the application of educational technology for specific disciplines.

In this vein, one of the most suitable options is a community of practice, where faculty members share their own best practices and teach each other to use educational technologies in an informal setting.

The ITMO.EXPERT Project

There has long been a need for a faculty development project at ITMO University, manifested in a number of ways. First, a major issue has always been finding a way to collect data about the educational technologies that are already in use at ITMO because this information is not overtly

presented in course programs. Another obstacle is that this information cannot be obtained from the observation of the educational process since it is impossible to monitor all classes. Conducting a survey is not effective either, because faculty members are reluctant to share their experience or, they might be unaware of the fact that some instrument or technique they use is regarded as innovative.

Secondly, the results of surveys conducted among ITMO students reveal that many professors still use traditional methods and techniques that demotivate learners and do not correspond to the profile of ITMO as one of the leading IT universities in Russia.

Thirdly, ITMO methodologists are constantly searching for better ways of consulting the faculty on implementing new educational technologies, which would not only improve their professional level and the general quality of education at the university, but would identify associates for collaborative work and bring together employees from different university departments.

The issues listed above encouraged the Department of Academic Affairs at ITMO to come up with the idea a peer-to-peer learning community, where faculty members could share their best practices and train each other to use new educational technologies in an informal setting.

This idea became the ITMO.EXPERT project (***https://expert.ifmo.ru/***) which was launched in March 2018. It is more open and flexible than traditional career enhancement programs, being organized as a series of workshops where ITMO academics and postgraduate students may participate for free, choosing any role (an expert, a learner, or both) and any event they are interested in. Project organizers appreciate participants offering their own ideas for workshops and initiatives for the development of the project.

The project has a modular structure, consisting of blocks of workshops, each united by a single theme. The schedule of the project is never fixed, and the educational events of different modules are placed in the schedule depending on the availability of experts.

At the moment, the ITMO.EXPERT project includes the following ten modules: Novice Teacher Academy, Online Learning, Digital Pedagogy, Motivational Strategies, E-learning, Project-Based Learning, Research Work, Collaboration and Communication, Team Building and Methods of Group Work, Games and Gaming Technology.

ITMO educators responded; about 50 workshops have been held by 45 experts and more than 300 academics and postgraduate students have taken part in project events.

At the end of the workshop series, held in 2018 and 2019, the project organizers held events where the participants were granted certificates and asked to describe their vision of the project, create a portrait of a modern professor, suggest new formats and topics for the workshops, and join project groups in social networks in order to stay connected and get access to useful professional content produced by the project leaders.

Benefits

At present, the main benefits of the ITMO.EXPERT project can be formulated as follows.

First, the organizers are working on creating a supportive environment based on the principles of multidisciplinarity and lifelong learning for faculty development.

Secondly, the project brings together creative people and helps them realize their own personal growth.

Thirdly, the community being formed within the project provides quick responses to contemporary challenges and trends in education and ensures the immediate exchange of information among participants.

Fourthly, the representatives of the Department of Academic Affairs use the project to provide support to those faculty members who seek professional advice when dealing with short-term issues and long-term projects.

Finally, the project community can be characterized as an open system which aggregates the intellectual resources and knowledge capital of ITMO University.

Overall, the ITMO.EXPERT project is an important contribution to achieving the strategic goals of ITMO University.

Limitations

Despite the distinct advantages of the project, there are some limitations.

The first limitation lies in the fact that, currently, the project is not well-supported financially, which challenges the use of motivational initiatives and better technical solutions.

Secondly, the program and schedule of the project are in a permanent state of change. This means that the knowledge of project participants is patchy, and some of the high-profile instructors might leave the project if they do not receive proper incentives.

Thirdly, workshops are time-constrained, so the learners might not have enough time to master the skills that are necessary for the application of technology.

Finally, at the moment, there is no way to guarantee that the learners will use the knowledge they acquired as a result of their participation in the project.

Conclusion

On the whole, ITMO.EXPERT is a format well-suited to encourage faculty members to implement educational technologies. This project could become an effective alternative to traditional programs of faculty development and an important factor influencing the quality of education at ITMO University. However, it is evident that more work needs to be done to make the project an integral part of faculty development and a starting point for the large-scale implementation of new educational technologies at ITMO University.

Teacher Exchange as a Tool for Improving Pedagogical Expertise

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Introduction

International staff mobility and teacher exchange programs between universities are a valuable resource providing university teaching staff with an opportunity to gain useful experience in intercultural contexts and in developing their pedagogical expertise on different levels. It is of outmost importance that universities encourage members of teaching staff to participate in staff exchange programs as visitors and hosts, because teacher mobility is a valuable asset to universities in their quest for pedagogical excellence and to enhance the quality of teaching.

In this article, I discuss the benefits of staff exchange programs and the ways in which they promote the use of innovative approaches to teaching from a teachers' perspective. I interviewed two members of the teaching staff in the Department of Language and Communication Studies (University of Jyväskylä) both of whom have been very active in participating in various teacher exchange programs as visitors and hosts [1], in addition to which I will also draw on my own experience as a visiting teacher and host.

Dialogue and the exchange of ideas at the core of teacher exchange visits

It is not uncommon to think that staff exchange visits boil down to the courses and contact hours taught during the visit. From the administrative point of view, this certainly is the case. Regarding the duties and responsibilities of the visiting teacher, exchange agreements specify the required number of contact teaching hours during the visit. In this view, a staff exchange visit may appear as a one-way process in which the visiting teacher delivers certain academic content and acts as a representative or ambassador of the university pedagogical culture of her own country.

While staff exchanges involve teaching a certain number of contact hours and interaction with students representing a different pedagogical tradition and culture, teachers rarely see actual teaching as the most valuable aspect of their visit. The teachers interviewed for this article reported that the exchange of ideas with members of the teaching staff in the host department and university was more beneficial for the development of their pedagogical and methodological expertise than the actual contact hours taught in the classroom. The importance of the exchange of ideas and dialogue was also brought up in relation to hosting exchange visits. Dialogue can be seen as a space where different pedagogical traditions, teaching philosophies and methodological ideas can be openly discussed and elaborated, and challenged if needed. The cross-fertilization of ideas is creative by nature and can lead to novel and innovative pedagogical solutions.

From the students' perspective, it is equally important to understand that a visiting teacher is not only a mediator of certain academic content, but also a representative of a different pedagogical culture, characterized by pedagogical 'otherness'. The majority of the student population has studied in the educational context of a particular country, which means that they often take for granted certain aspects of that educational system and culture. This can prevent them from seeing the forest for the trees. The pedagogical 'otherness' that characterizes the visiting teacher's approach can contribute to students' abilities to reflect on the differences between different pedagogical approaches but also on their own learning strategies. For instance, in the Department of Language and Communication Studies at the University of Jyväskylä, a substantial part of the student body are future language teachers and for them, in particular, a critically reflective attitude to one's own teaching and the underlying pedagogical philosophy is a central professional skill. Exposure to different pedagogical traditions is an important asset for their professional development.

I illustrate the points made above with a successful teaching exchange. A Russian teacher visited the Department of Language and Communication Studies for one week in fall 2018. She had extensive previous experience in teaching Russian as a foreign language to students with different linguistic and cultural backgrounds in Russia, in addition to which she also had worked at our university for a couple of years, more than two decades ago. Prior to the visit, she had discussed the syllabus and the contents of ongoing courses with the local teacher responsible for hosting her. The classes she taught were received very well by the students, and the learning outcomes were great. Apart from carefully preparing her classes and knowing the syllabus, she was able to recognize the differences between the Finnish and Russian pedagogical cultures and adapt her pedagogical choices and style of classroom interaction to the pedagogical expectations of Finnish students (e.g. tolerating long pauses, not pressurizing students to answer, respecting personal space). The ability to understand the importance of pedagogical otherness and reflect on the differences between pedagogical cultures and one's own pedagogical choices was probably the most important key to the success of her teaching exchange visit.

Chto delat' – What is to be done?

Staff exchange programs and teacher mobility are an important resource for enhancing the pedagogical competence of teachers in the quest for pedagogical excellence and to meet the demands of the era of globalization characterized by growing mobility and pluralism. What is to be done in order to maximize the benefits of the existing staff exchange programs?

First, the idea of teacher exchange and staff mobility has to be re-conceptualized. Instead of seeing a teacher's visit only in terms of delivering particular academic content to the students of the host university, it should be viewed as a dialogical space for developing innovative approaches to teaching via the cross-fertilization and critical evaluation of different pedagogical traditions and cultures.

Second, universities should do more to encourage teachers to participate in staff exchange programs. In practice, this can be done, for instance, by organizing knowledge-sharing events on departmental and faculty levels, concentrating on good practices, making visit reports available for the teaching staff within universities, recognizing the importance of teacher exchange visits for their pedagogical development and performance.

Third, in order to maximize the benefits of the visit, it is crucial that the visiting teacher does their homework before the visit. This involves being familiar with the programs and profiles of the target university in terms of both teaching and research. It is important to examine the syllabi and curricula to find out whether there is interesting content or courses the visiting teacher would like to bring back to the home university. Attention should also be paid to what kind of pedagogical and methodological expertise exists at the target university. For instance, if the teacher is interested in developing on-line teaching skills, it naturally makes sense to visit a department that has strong expertise in that particular area. In our department, all visitors are contacted prior to their visit by the teachers responsible for the courses the visiting teacher will be teaching. This allows the visiting teacher to plan their classes as well as the pedagogical approach beforehand, to make sure that her teaching will meet the goals and contribute to the learning outcomes of the course.

Fourth, it is crucial to have opportunities for sharing ideas and experiences, discussing the methodological implications of different teaching philosophies. In order to facilitate the exchange of ideas and dialogue between colleagues, one can use various forms of interaction and collaboration, including the observation of teaching sessions, participating in departmental meetings and so forth. By observing teaching sessions at the host university, the visitor can get new ideas for developing her teaching at different levels, including the structure of lessons, the use of various tools, the use of technology, forms of interaction, types of assignments, classroom design, forms of group work and so forth. In our experience, informal discussions with teachers before and after teaching sessions have also been very constructive. Interaction and collaboration between the visitor and members of the teaching staff at the host university is likely to translate into the improved quality of teaching.

Notes:

[1] I would like to thank Dr Judit Hahn (University Lecturer of English) and Alexei Lobski (University Teacher of Russian Language and Culture) for their input.

Writing and Thinking: Analog Methods in the Digital Era

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Digital meets analog

One of the most frequent words in discussions of modern education in Russia is "digitalization". The process of introducing of new digital technologies into the educational system is ongoing and inevitable. Does this mean that old-fashioned approaches and methods like writing, class discussions and different forms of offline group work are obsolete and just waiting to be replaced by brand-new online technologies?

The usual problem with digitalization is that it looks quite clear in industry and management (including educational management) but less so in the classroom. Introducing a learning management system, such as Blackboard, Moodle or Sakai into universities is important and it can dramatically change content delivery, assessment, and the management of individual educational trajectories etc. However, it changes less at the very core of the learning process.

When we use computers and networks for educational purposes extremely complex digital processes and technologies are involved. This does not automatically render the process of education 'digital'. If that were the case, we could already report that digitalization of universities and schools is fully complete because all of them are equipped with computers and connected to the Internet.

One of the declared goals of the digital transformation of education is to create a learning environment where everything is connected. It claims to build better collaborative, interactive and personalized learning experiences. It requires not only total network connection and fast access to the Internet but also a completely redesigned curriculum. This is the place where digital meets analog because the very process of learning remains inescapably non-digital, depending on the cognitive faculties of the human brain and on face-to-face interaction between human beings.

The main challenge is to keep the balance between introducing new digital technologies and boosting the methods and approaches that effectively develop soft skills such as critical thinking, creativity, communication and, most important, lifelong learning.

Writing to Learn

One of the approaches that helps to resolve this problem is writing to learn (W2L). This approach was developed in American universities as a part of a "writing across the curriculum" strategy, aiming to develop writing and critical thinking skills. W2L introduces students to practices and opportunities to write as part of their learning. It is important that the mode of writing is active, not passive as in taking notes during lectures. There are not actually many lectures in a collaborative, interactive and personalized educational environment.

Note also an important difference between writing to learn or writing and thinking programs on the one hand, and academic writing or writing academic papers on the other. The compulsory writing seminars at modern universities worldwide start from the very first days when academic interests might not be clear for most students. It is not so easy to write an academic paper without well-defined academic interests and a background in some particular area. These seminars show how to use writing for learning purposes rather than to train students in writing papers.

That is why writing requirements exist in many American universities. These requirements can vary from one writing seminar in the first year to a series of intensive writing classes during the whole period of studying. For example, at Princeton (#1 university in US, #1 Best Undergraduate Teaching in US in 2019) all undergraduate students, including those who study at the School of Engineering and Applied Science, must fulfill the university writing requirements by taking a writing seminar in the freshman year.

Williams College (#1 liberal arts college in US in 2019) requires that all students take two writing skills courses, one by the end of the sophomore year, and one by the end of the junior year. Again, these are not specially designed "academic writing" courses but courses in disciplines marked as "WS" (writing skills) that include multiple drafts, peer review, and conferences or class discussions, all designed to improve writing skills. The course catalog at Williams notes that "a course with a single long paper due at the end of the semester, but with no required or structured means of addressing writing issues, would not be considered a writing skills course".

W2L in Russia

Writing-intensive seminars, a few years ago being a relatively rare phenomenon in the Russian system of higher education, are gaining popularity. In some cases, these are variations of the signature program "Language and thinking", which has been developed over the last 40 years at Bard College, New York, one of the leaders in American education in the "classroom experience" category.

One of the examples of building a W2L curriculum is the Faculty of Liberal Arts and Sciences (Smolny College) of St. Petersburg State University. For the past 10 years, at the beginning of the fall semester, first-year students spend 60 hours in a three-week intensive "Writing and thinking" workshop, practicing different informal writing techniques. They read texts in small groups, discuss them, and learn how to write about texts. This is how a community of readers and writers is created.

Similar workshops were launched recently at Perm National Research University and Tyumen State University (School of Advanced Studies). Some engineering schools, such as MEPhI and ITMO, have also taken steps in this direction. In 2018, the Institute of Lasers and Plasma Technologies at MePhi introduced a course called "Critical Thinking and Academic Writing: Human and Technologies" where students read texts of different genres (from poems to academic papers) in small groups, write about texts and discuss writing. The first experience was positive so the institute is going to continue this course.

Despite the fact that the idea of a liberal education is still considered dubious in most Russian universities, some parts of it, like the opportunities for students to choose an individual educational trajectory or a writing-intensive education, have started to grow rapidly in very different parts of the country and at very different universities. This growth cannot bear fruit without a well-considered system of faculty training, and changes in infrastructure. Digital education is impossible without computers, networks and programmers. W2L goals cannot be achieved without trained educators, and without a space at the university for small group discussions and face to face peer-review sessions.

It cannot be done in one year but the interest in different kinds of W2L practices in progressive Russian universities shows that after first steps and trials these practices have a long-term future.

A Glimpse on Teaching Awards

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There has been a long debate on the promotion of teaching excellence in the Teaching and Learning world. The First Educational Development Symposium was held at Warwick University in the fall of 1994 and "focused on the details of promotion practices which could be adopted

to redress the balance in a culture dominated by research and rewards for research excellence" [1]. Though earlier in the 1970s and 1980s "a number of principal lecturer posts were established […] on the basis of teaching excellence" and teaching profiles were introduced.

One of the main insights that Gibbs offered is the need for clear criteria, standards, and balance while promoting teaching excellence. Even today there remains a lack of a transparent definition of excellent teaching.

Olsson & Roxå (2013) [2] stress the importance of any reward system matching the ongoing research of the subject area. A teaching reward system has to match the research in higher education research.

Clearness, transparency, and a scientific approach are not only the basis of any proper teaching reward system, there is also the need for it to be "trustworthy within an academic context".

Higher Education is in desperate need of good teachers, but it also needs good scholars. It is difficult to find a balance between these two and reward both. Universities have always struggled in acknowledging teaching achievements [5]. Another important argument made about reward systems is that they need to be seen, properly funded, and supported by the university. Academics would then believe that teaching is as important as research for the university.

Regardless of the teaching versus research issue, various award systems for teaching exist today. For example, the University of Warsaw has an annual UW rector's didactic award for innovative teaching. In addition in 2015, the rector created a special fund for the support of scholars who contributed to the university's development. Annually dozens of staff with significant results in teaching and research are awarded. "In March, 127 UW employees, who achieved outstanding results in research or teaching, were awarded. These employees will receive a salary increase" [6].

The University of Tartu recognizes "the best teaching staff, program directors of the year and gives out an award for improving the quality of teaching" [8].

Charles University in Prague established special awarding rules. "These Rules regulate the awarding of memorial medals of Charles University and faculty medals to members of the academic community of the university along with other persons who have played an important role in the development of the university or its faculty, or in the development of science, learning, or academic freedom" [9].

The University of Sarajevo has institutionalized teaching awards [10]. The Medal of the University of Sarajevo is awarded to staff who achieved the best results in teaching, scientific, artistic, cultural, athletic and other spheres of the university's activity at home and around the world. The title University Ambassador is awarded for the promotion of the university internationally.

The award for excellence in teaching and dedication to the growth and enrichment of students of the American University of Central Asia (AUCA) is based on student votes. "The John Dreier Faculty Excellence Award, established in 2010 by Gulnara Dreier, the widow of former President of AUCA and head of BA department John Dreier, recognizes the outstanding teaching, work and dedication of an AUCA faculty member" [11].

These are a few examples of teaching award systems but we would like to draw attention to two examples described in more detail: the University of Michigan (USA) and the HSE University (Russia).

References and notes:

[1] Gibbs, G. (1995). How can promoting excellent teachers promote excellent teaching?. Innovations in Education and Training International, 32(1), 74-81.

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Teaching Awards and Assessment at HSE University

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In "The University: an owner's manual" Henry Rosovsky points out that there is a lack of consensus on how teaching should be evaluated, whereas there is more clarity with assessing achievements in research. However, most universities see the need to reward outstanding teaching work and to identify cases of unsatisfactory teaching. In this article we make a brief overview of the instruments used at HSE University for these purposes.

HSE University Teaching Quality Assessment

Teaching Quality Assessment (TQA) at HSE University is an essential tool that allows the university to receive widespread feedback from students. The key feature that distinguishes TQA at HSE University from the majority of TQA practices at other universities is that this procedure has been mandatory for students since 2015. As in the systems of compulsory voting in political elections (for instance, in Australia and many Latin American countries), a student may be subject to sanctions for non-participation in the assessment without good reason. As a result, the response rate is now more than 90%, in contrast to the 30-40% who took part before 2015. This allows the university to collect reliable data to analyze teaching from the students' perspective.

Every student before the final exam for the course fills out an electronic questionnaire with the assessment (on a 5-point scale) of the course as a whole and each teacher individually. All students also can write textual comments about specific teachers and specific courses.

The criteria for evaluating courses include:

- the practical value of the course for your future career;
- the practical value of the course for broadening your horizons and for your personal development;
- The novelty of the knowledge gained in this course;
- The difficulty of the course.

The criteria for evaluating teachers include:

- The clarity of requirements;
- The clarity and consistency of study materials;
- communication between the teacher and the students;
- the teacher's availability for extracurricular discussion of any academic or scientific matters.

These criteria were created and adapted for HSE University in the 2000s and have been modified since. For instance, when TQA became mandatory, students actively participated in formulating the criteria for evaluating courses. Compared to the teacher criteria at other universities, TQA at HSE University focuses only on teacher's work and not on the student's work. Instead, this aspect is the subject of the course criteria, which do not have a separate group of criteria in most TQA systems.

Based on the completed questionnaires, the average score, standard deviation and other descriptive statistics are calculated. Each teacher can see his/her results (and any written comments from the students) in the university information system. Heads of faculties and educational programs can see the results of their subordinates and take them into the account while planning the curriculum.

The competitive selection for teaching positions and contracts at the university directly depends on the results of TQA [1]: with a high average score over the past year teachers receive official benefits, and with a low average score (less than 3) teaching contracts will be terminated. In order to inform the general public about teacher success stories, courses with average points above 4.5 according to the results of TQA (for 3 of the 4 criteria for evaluating courses excluding difficulty) receive special public status on the official website of the university and personal pages of teachers ("The Best Discipline").

The HSE University Best Teacher Award

If TQA serves primarily as an analytical tool that helps faculty and administration to understand more about students' satisfaction with teaching, and to analyze problem cases etc., the HSE Best Teacher Award is designed to support those colleagues who show outstanding teaching results. It was established in 2011 and has become a university tradition. There are three tracks within this award. First, you can become "The Best" according to students' opinions. At the end of the academic year every student can vote for two lecturers and two work-shop supervisors he or she considers the best. In 2019, the turnout exceeded 85%. Alumni who graduated in the previous academic year can also vote and that is the second track. Finally, those supervisors whose students won The Student Research Paper Competition also receive the "Best Supervisors" award.

The Best Teacher Award is not only symbolic; for those faculty members who are contracted to teach, it also means a salary increase during the next academic year. If a teacher obtains this reward twice, this increase is doubled. Therefore, the Best Teacher Award also has a financial incentive to promote teaching quality which is extremely important in the university where scientific productivity is paramount.

It may seem that there is an overlap between TQA and the first track of the HSE University Best Teacher Award. But the results show that teacher with highest TQA scores does not necessarily obtain the Best Teacher Award and vice-versa.

Golden Vyshka for Teaching Success

Since 2001, HSE University has annually presented awards to its employees and students in an official ceremony. Among various nominations there is "University Teaching Success" (previously "Achievement in Teaching"). From 2016, a similar nomination "School Teaching Success" was introduced (for teachers from the HSE Lyceum for 14-17 year-olds or from the network of partner schools). This award for teachers is provided for " teaching victories, fascinating lectures and seminars, substantial courses (including online courses) and the best textbooks, an attentive and objective attitude to students and graduate students, and for active assistance to colleagues in improving the quality of teaching".

The award system is organized as follows: first (in September-October), initiative groups of employees and students can nominate candidates, describe their achievements and discuss it on the official website of the university, in November, a jury (made up of representatives of faculties and regional departments of HSE University) chooses short-lists of nominees, and a special commission under the rector of the university selects one winner in each nomination from the short-lists.

Teachers nominated for "University Teaching Success" are divided into 4 groups, for each of which the nominees and the winner are allocated and chosen separately:

- natural sciences, computer science and engineering;
- socio-economic sciences (including law, international relations and urban planning);
- humanities and arts;
- foreign languages, the military department, physical education.

In addition to the official awards ceremony with symbolic prizes, the winners and nominees of the competition also receive a financial reward from the university. The ceremony itself is important because it allows the university community to come together based on the recognition of outstanding members of the community.

What the faculty thinks about teaching rewards at HSE University

Most of the teaching awards at HSE University rely on students' opinion. Particular attention to students is part of the organizational culture at HSE University, which is connected to the fact the university is highly selective and recruits the brightest and best high school graduates. However, student evaluation of teaching has been criticized for several reasons (e.g. for gender bias or for the weak relation between these evaluations and learning outcomes). There have been some complaints about such attention to students' at HSE University, but overall the attitude towards TQA and the HSE University Best Teacher Award is positive. According to annual surveys, more than a half of faculty support TQA. More than 70% of teachers actively use TQA data in their work. One of the core positive aspects is that both teaching evaluations and rewards are extremely important at a research university where most of the attention is focused on science and only then on education. These instruments all together perform as an incentive for maintaining the high quality of teaching amid heavy research workloads.

Notes:

[1] TQA is one of the several criteria used in the process of competitive selection, together with scientific activity and an additional set of dichotomic organizational criteria.

Assessing Teaching Excellence: Award Types and Practices at the University of Michigan

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Teaching awards have been used widely in higher education to recognize and promote excellence in teaching and have become part of the reward system at most colleges and universities (Chism, 2006). Research shows that over 90% of the research institutions in the United States have awards or programs rewarding exemplary teaching (Jenrette & Hayes, 1996). Teaching awards whether focusing on overall teaching excellence or specific teaching innovations, help promote a university's mission of teaching and usually send a positive message to the public that an institution values teaching (Zhu & Turcic, 2018).

We outline 4 examples of teaching rewards at the University of Michigan.

Provost's Teaching Innovation Prize (TIP)

The Provost's Teaching Innovation Prize (TIP), created in 2009, recognizes faculty who have developed specific teaching innovations. The main goal of this award is to encourage teaching innovations and the sharing of them within the University of Michigan community and beyond. TIP differs from the University's other teaching awards in that it honors original, specific innovations to improve student learning, not an instructor's overall teaching excellence. The teaching innovation can be a project by an individual faculty member or a faculty team.

Instructors with a continuous appointment on the Ann Arbor campus are eligible for TIP. Faculty, students, academic units and staff members can nominate individuals or faculty teams for this prize. Self-nominations are welcome as are re-nominations.

The competition uses a two-stage process with the 1st stage asking nominators to answer 3 questions (What is the innovation?; How does it impact student learning?; and What is the potential for its widespread use?) and the 2nd stage asking for a full application from about 10 selected finalists. The application should include a narrative about the teaching innovation, examples of teaching materials, evidence of the impact on student learning and attitudes, and letters of support from students and colleagues. A review committee of 5-7 faculty members reviews nominations selects the finalists and recommends the winning projects. Each year, five teaching innovations are awarded based on the following criteria:

- originality;
- impact on teaching effectiveness, student learning and/or retention;
- the potential for widespread use within or across disciplines; and
- scalability.

The winners, whether an individual or a faculty team, receive $5,000 each and there is a presention at a poster fair of the annual teaching and technology conference on campus.

Arthur F. Thurnau Professorship

The Thurnau Professorships, initiated in 1988, recognize and reward faculty for outstanding contributions to undergraduate education. The program honors those tenured faculty whose commitment to and investment in undergraduate teaching has had a demonstrable impact on the intellectual development and lives of their students. The professorships are named after Arthur F. Thurnau, a student at the University of Michigan from 1902 to 1904 and are supported by the Thurnau Charitable Trust established through his will. Five tenured faculty members are designated annually as Thurnau Professors and each receives a $20,000 grant to support activities that will enhance their teaching. This is the University's highest teaching award. Only those tenured faculty members who have a sustained record of excellence in undergraduate education and who meet the following six criteria are eligible.

- A strong commitment to students and to teaching and learning
- Excellence in teaching
- Innovation in teaching and learning
- A strong commitment to working effectively with a diverse student body
- A demonstrable impact on students' intellectual and/or artistic development and on their lives
- Contributions to undergraduate education beyond the classroom, studio, or lab

Only deans, associate deans, department chairs, or academic program directors may submit a nomination. Re-nominations are permitted, but self-nominations are not. Nomination materials include a nomination cover sheet endorsed by the dean, a nomination letter, a list of undergraduate courses the nominee has taught from the last eight terms, letters of support from students and colleagues. The selection committee of 5-7 award-winning faculty members reviews nominations and recommends 5 winners to the Provost. The winners are presented a medal and a booklet that describes the life of Arthur F. Thurnau at a reception and are recognized at the annual University Honor Convocation.

Golden Apple Award

The Golden Apple Award honors undergraduate and graduate instructors who continuously strive to engage and inspire students in the classroom. "The concept of the Golden Apple Award was inspired by one of the greatest teachers of the Jewish tradition, Rabbi Eliezer ben Hurkanos, who taught 1900 years ago to "Get your life in order one day before you die" (Merchan, 2018). The Golden Apple is the only student-selected teaching award at the University of Michigan. Any student can nominate an instructor for the award. A selection committee of students reviews nominations and selects one faculty for the Golden Apple Award each year. The winner receives $1,000 for the award. In selecting a winner, the committee considers both quantity and quality of nominations so that the size of an instructor's classes does not matter in the award selection. Both graduate and undergraduate instructors are eligible for the award. Following the suggestion to live every day as if it were their last, every year the Golden Apple winner delivers a lecture as if it were their last, at a ceremony that is open for the entire Ann Arbor community.

Outstanding Graduate Student Instructor Teaching Awards

Outstanding Graduate Student Instructor (GSI) Teaching Awards recognize the efforts and accomplishments of GSIs who demonstrate extraordinary dedication and excellence as teachers. Students who are actively pursuing graduate degrees and who have completed at least two full terms as graduate student instructors are eligible for this award. Each year twenty awards of $1,000 each are given to outstanding graduate student instructors based on selection criterion such as demonstrating exceptional ability, continuous growth as teachers, mentors, advisors, and scholars. Nominations for this award may be submitted by faculty, directors, or chairs of departments or programs. Re-nominations are acceptable. A faculty selection committee reviews nominations and selects the winners. Nomination materials include a cover sheet, a nomination letter, a statement from the student's academic advisor confirming the nominee is making adequate academic progress, a statement of teaching philosophy from the nominee, their academic transcript, and curriculum vitae. The winners are honored at an awards ceremony followed by a public reception each year.

For the administration of teaching awards, researchers suggest that clear goals, selection criteria, and transparent processes are all important (Sorcinelli & Davis, 1996; Zhu & Turcic, 2018). In addition, publicity should be carefully

considered when administering teaching awards. For example, the publicity for TIP at the University of Michigan has made the $5,000 prize more prestigious. Finally, the dissemination of exemplary or innovative teaching practices are essential for any teaching awards because effective dissemination leads to wider adoption and eventually sustainable changes in teaching practices at an institution.

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