

Quality in Education / Kvalita ve vzdělávání

Academic year 2018/2019

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Timing: Thursdays 9:30 – 11:00

28. 2., 7. 3., 21. 3., 28. 3., 4. 4., 11. 4., 18. 4., 25. 4., 2. 5. 2019

Room: M204, Myslíkova 7 bulding, 2nd floor

Course name & code: Quality in Education – OEBVP14002

Credits: 6 ECTS

Maximum: 15 participants

Abstract

How do education systems ensure quality of teaching and learning? What is the role of European and national policies in managing quality? How is the quality measured? Does private tutoring improve the quality of learning? When the prerequisites for quality of education start? In this course the quality in education will be explained and discussed in comparative perspectives, based on research findings and international studies. The main concepts and methodology of educational research will get to be more understandable and the common European educational environment more familiar. For Erasmus students from various countries it is also an opportunity to exchange their views and experience on the quality in education and to compare them with research findings and theories.

Requirements for passing the course

- Be present at least at 80 % of seminars
- Written annotation (at least one page of text)
- Oral presentation during the colloquium
- Active participation during the seminars

More details about requirements will be presented during the first seminar on 28 February 2019.

Syllabus / course plan

Date	Topic	Teacher(s)
28.2.	Introduction to the course Quality in education and trends in education systems in Europe - concepts, programmes, policies	E. Walterová, V. Šťastný
7.3.	Education systems in Europe (common features, specifics and changes, ISCED 2011 as an Instrument for comparison)	E. Walterová
14.3.	Dean's day	-
21.3.	Evaluation and assessment framework	J. Straková
28.3.	School and teacher autonomy	V. Šťastný
4.4.	Diversity in education systems in the world, consequences of globalisation for quality of education	E. Walterová
11.4.	Appraisal of teachers and school heads, student assessment	J. Straková
18.4.	Out-of-school organized activities and their impact on student achievements	V. Šťastný
25.4.	Shadow education as a reflection of the quality of education system	V. Šťastný
2.5.	International comparative assessment surveys	J. Straková

References:

- Bray, M. (2009). *Confronting the shadow education system: What government policies for what private tutoring?* Paris: United Nations Educational, Scientific and Cultural Organization.
- Döbert, H.; Hörner, W.; Kopp, B von & Mitter, W. (Eds.) *The Education Systems in Europe*. Springer, 2007.
- Gardner, M., Roth, J. L., & Brooks-Gunn, J. (2009). *EQUITY MATTERS: Research Review No. 4: Can after-school programs help level the playing field for disadvantaged youth?* New York: Columbia University. Accessible from:
<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=09A710DF1E332A30BC9BD26B80CCAA4A?doi=10.1.1.544.4911&rep=rep1&type=pdf>
- Looney, J. W. (2011). *Integrating Formative and Summative Assessment: Progress Toward a Seamless System?* OECD Education Working Paper No. 58, OECD Publishing. <http://dx.doi.org/10.1787/5kghx3kbl734-en>
- Morris, A. (2011). *Student Standardized Testing: Current Practices in OECD Countries and a Literature Review*, OECD Education Working Paper No. 65, OECD Publishing.

Nusche, D., Radinger, T., Santiago, P., & Shewbridge, C. (2013). Synergies for better learning: An international perspective on evaluation and assessment. Paris: OECD.

OECD. (2014). Education at a Glance 2014. Paris: OECD.

Postlethwaite, T. N. (Ed.) International Encyclopedia of National Systems of Education. Second Edition. (1995). Oxford: Pergamon Press.

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